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ABSTRACT

The fourth of five volumes (and the third of four curriculum guides) in the Project Teach 'n' Reach series presents curriculum suggestions to help regular classroom teachers teach nondisabled students about learning handicaps. The developmentally disabled are considered in terms of anatomical structures of the brain, etiology, definition, sensory use, simulation activities, behavior patterns, problem solving, and ways to increase students' awareness. The second section, on the learning disabled, covers such topics as symptoms associated with LD; etiology; prevention; auditory and visual perception; auditory and visual memory; auditory and visual sequencing; auditory and visual figure-ground; laterality and directionality; written expressive language; reading, spelling, and math difficulties; and acceptance by nondisabled students. Each topic includes information on goals, performance objectives, and activity ideas. (CL)

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ED232327

(Book 3 out of 4)

PROJECT:

"TEACH 'N' REACH"

LEARNING HANDICAPPED
- DEVELOPMENTALLY DISABLED
- LEARNING DISABLED

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Arleen Kagan - Project Leader

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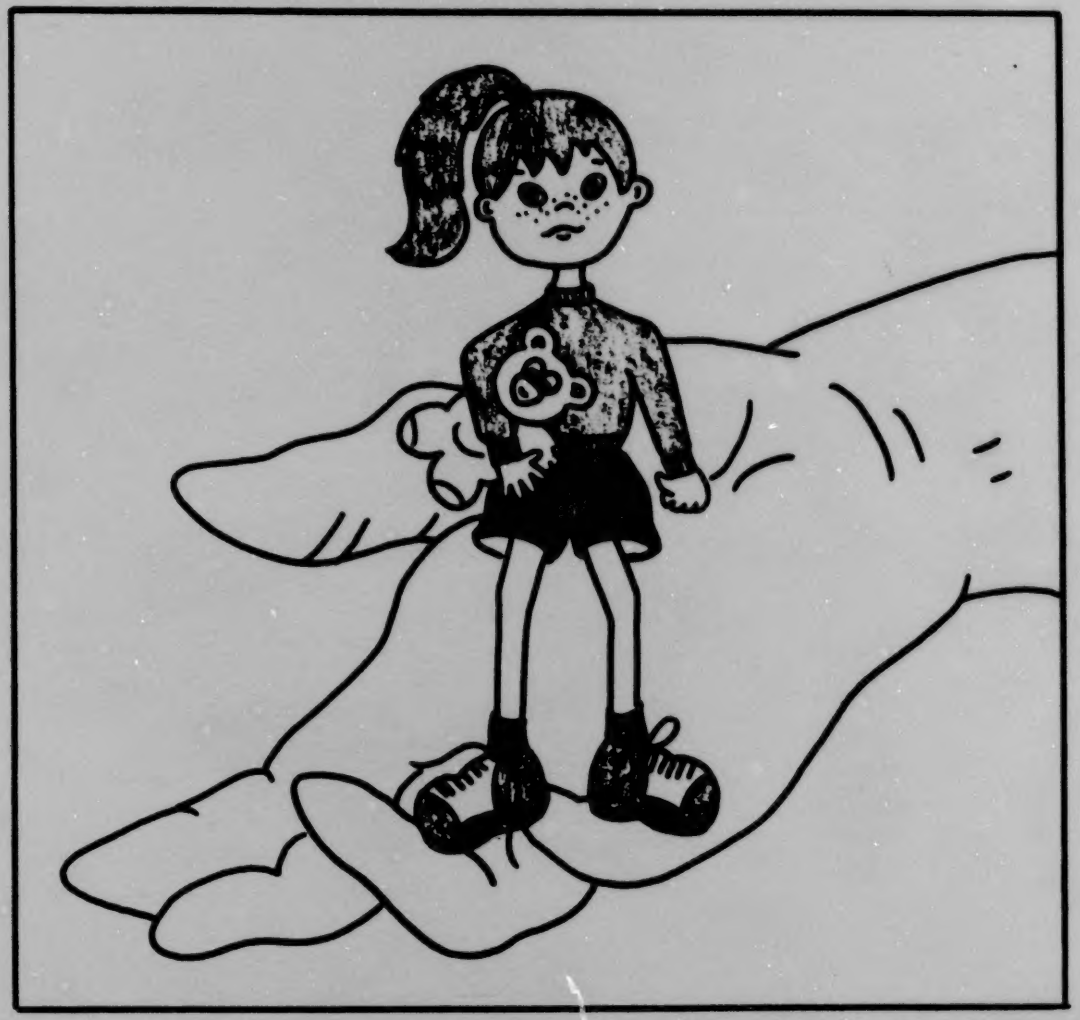
DEVELOPMENTALLY DISABLED



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DEVELOPMENTALLY DISABLED

The developmentally disabled, until this decade, have remained among the most ignored and least regarded of all individuals. Fortunately, the dawn of the second half of the twentieth century has brought a long overdue reversal of this situation. Retardation has finally been recognized for the magnitude of problems it presents.

Although large numbers of developmentally disabled children are still enrolled in special education classrooms, an attempt towards integration has begun. Recent developments in the field of retardation have brought with them rapid growth in our knowledge about these individuals.

For every four million school-age children labeled disabled, almost one million are labeled retarded. Perhaps most unfortunate is the notion that retardation means incompetence and perpetual dependence. Such beliefs spawn pity, condescension, and an attitude of hopelessness. Whereas, the rate of a child's learning and social adjustment is slow, most children are still capable of learning.

Retardation has been defined primarily, though questionably, in terms of a person's abilities, adaptation to his/her environment and performance on standarized intelligence tests.

(continued)

DEVELOPMENTALLY DISABLED, continued

Intelligence, as used in this unit is a term used to help explain and predict behavior that we can observe. It is no more than an abstract conceptualization of many forces and of many abilities, differing from one person to another.

Retardation is viewed as a symptom arising from many different etiological conditions including genetic anomalies (Down's Syndrome), prenatal disorder (Rubella), brain damage (toxic agents, RH incompatibility, PKU, lead poisoning), trauma and disorders of metabolism or nutrition.

This unit seeks to understand the developmentally disabled child and the complexity of his/her difficulties.

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NAME _____

DATE _____

QUIZ QUESTIONS - DEVELOPMENTALLY DISABLED

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. The cerebrum controls our learning process . . . . . TRUE FALSE

2. The frontal lobe directs our thinking process. . . . . TRUE FALSE

3. The mentally retarded use a stylus . . . . . TRUE FALSE

4. Mental retardation can be caused by heredity . . . . . TRUE FALSE

5. A chromosome is part of your brain . . . . . TRUE FALSE

6. Down's Syndrome is a contagious disease. . . . . TRUE FALSE

7. A profoundly retarded person can still learn to read . . . . . TRUE FALSE

8. All mentally retarded individuals have similar facial features . . . . . RUE FALSE

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DATE _____

QUIZ QUESTIONS - DEVELOPMENTALLY DISABLED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. The cerebrum controls our learning process . . . . . (TRUE) FALSE
2. The frontal lobe directs our thinking process. . . . . (TRUE) FALSE
3. The mentally retarded use a stylus . . . . . TRUE (FALSE)
4. Mental retardation can be caused by heredity . . . . . (TRUE) FALSE
5. A chromosome is part of your brain . . . . . TRUE (FALSE)
6. Down's Syndrome is a contagious disease. . . . . TRUE (FALSE)
7. A profoundly retarded person can still learn to read . . . . . TRUE (FALSE)
8. All mentally retarded individuals have similar facial features . . . . . TRUE (FALSE)

TEACHER'S COPY

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and understanding about the brain.

PERFORMANCE OBJECTIVES

Upon completion of the activities students will be able to identify three anatomical areas of the brain and explain their function.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher will lead a class discussion about all the things students can do, leading them to the conclusion that it is our brain and nervous system that allows us to live. Examples: 1. Breathing a. Count heart beats b. Count pulse beats 2. Dancing 3. Feeling a. Eyes closed identify an object 4. Thinking a. Answer a question b. Put together a puzzle	System of the Human Body, Milliken Publishing Co., 1100 Research Blvd., St. Louis, MO 63132	Glemser, B. All About the Human Body, Random House, New York. pp 110-114.

(continued)

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 5. Dreaming a. Describe one's dream 6. Eating a. Eyes closed identify food		
B. Teacher will use a model of the human brain showing hemispheres, cerebrum, cerebellum, medulla and will discuss their function. *See prepared worksheets pp 9 - 12.* *See prepared worksheets pp 13 - 14.*	Chart - Brain and Nervous System Model - Human Head Model - Human Brain	
C. Teacher will use a simple computer to show how our brain takes in new information, stores it and uses it. 1. Compare and discuss the computer and how our brain works.	Computer games - Simon by Milton Bradley Co.	

GOAL
(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued *See prepared worksheets pp 15 - 16.*		

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NAME _____

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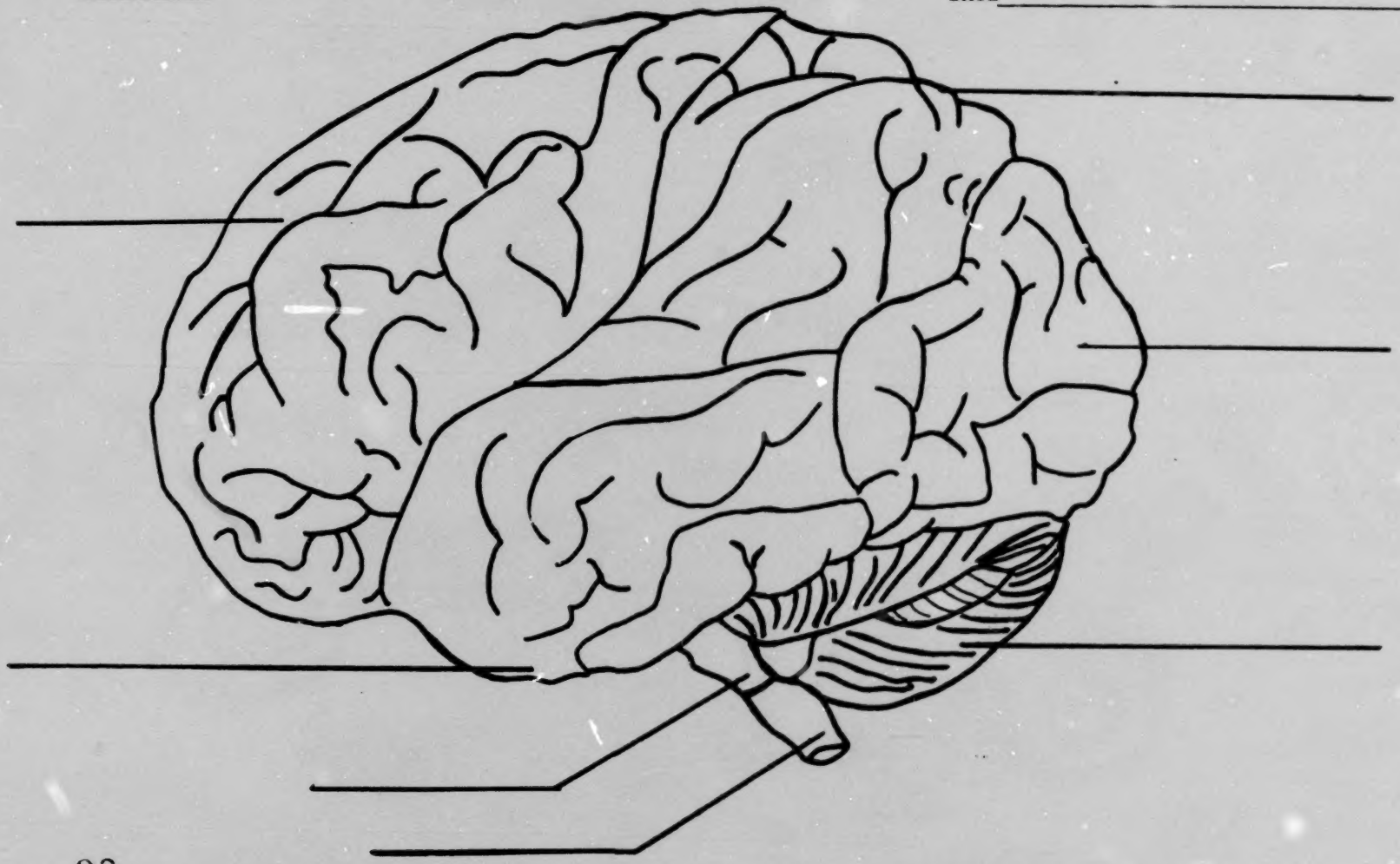
THE BRAIN



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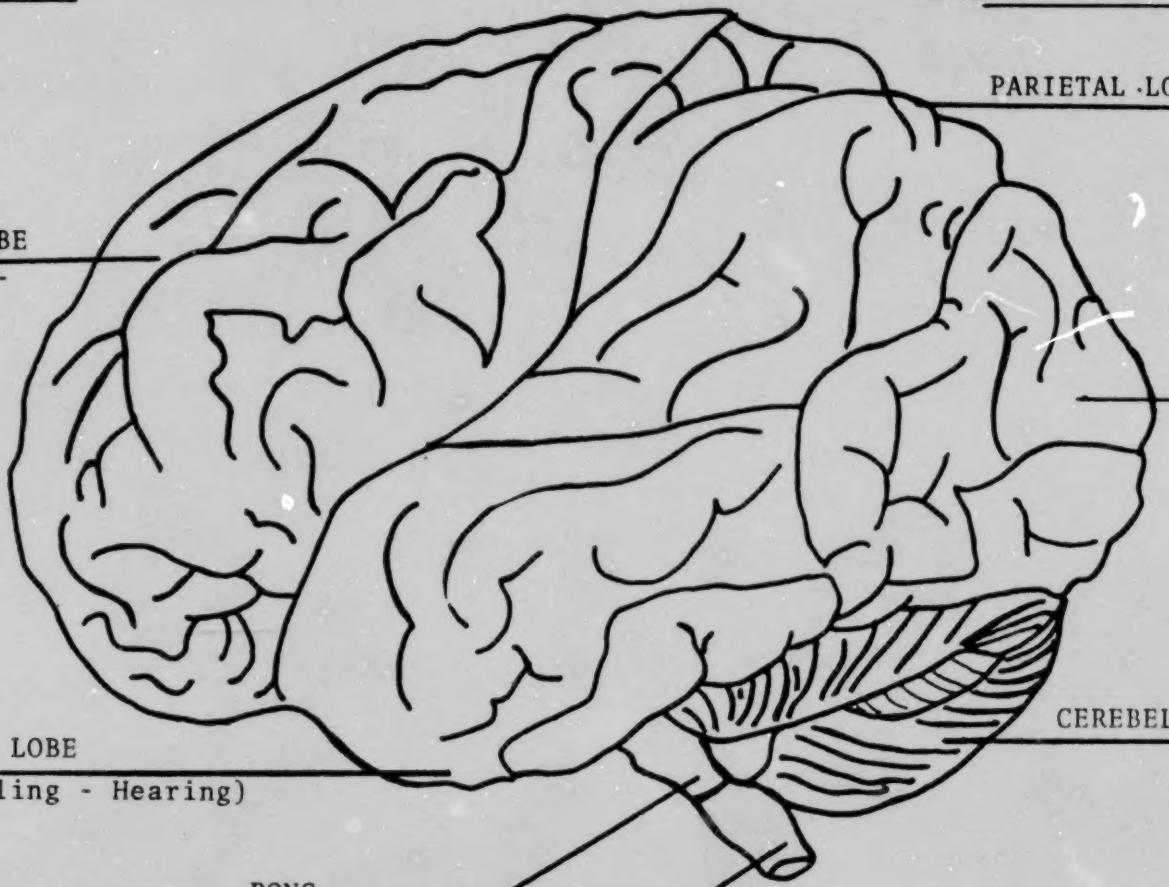
NAME _____

DATE _____

THE BRAIN



PARIETAL LOBE (Movement)

FRONTAL LOBE
(Thinking - Moving)

OCCIPITAL LOBE
(Seeing)

CEREBELLUM (Balance)

TEMPORAL LOBE
(Smelling - Hearing)

PONS

MEDULLA

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Special Programs Department

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NAME _____

DATE _____

THE BRAIN

There are 13 words to find. See how many you can find.

M	E	R	S	C	H	M	S	O	M	E	O	N	E
E	K	U	I	M	O	E	W	H	O	W	L	X	H
D	O	W	N	S	A	S	Y	N	D	R	O	M	E
U	Y	D	Y	P	M	S	S	W	R	O	B	R	M
L	R	A	D	I	Y	A	K	I	N	B	E	E	I
L	S	R	O	N	L	G	E	A	D	E	D	S	S
A	T	S	E	A	I	E	S	K	A	I	S	E	P
V	L	B	S	L	F	E	U	E	B	T	E	N	H
X	B	R	K	W	E	S	O	A	I	M	I	D	E
A	E	A	T	C	E	R	E	B	R	U	M	I	R
S	L	I	R	O	R	E	S	T	T	E	L	O	E
P	J	N	E	R	V	E	S	O	H	L	Y	N	S
H	I	L	M	D	T	D	N	I	R	N	A	M	F
Y	M	O	V	Q	G	E	G	T	D	A	L	E	I
X	R	D	I	U	A	N	A	H	E	V	J	N	N
I	T	F	U	O	R	I	L	E	F	I	O	T	E
A	S	H	X	C	E	R	E	B	E	L	L	U	M
B	S	G	R	A	C	O	O	N	C	W	O	L	F
R	A	A	C	C	I	D	E	N	T	S	L	A	C

- Accidents
- Asphyxia
- Birth Defect
- Brain
- Cerebellum
- Cerebrum
- Down's Syndrome
- Hemispheres
- Lobe
- Medulla
- Messages
- Nerves
- Spinal Cord

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE BRAIN

There are 13 words to find. See how many you can find.

M	E	R	S	C	H	M	S	O	M	E	O	N	E
E	K	U	I	M	O	E	W	H	O	W	L	X	H
D	O	W	N	S	A	S	Y	N	D	R	O	M	E
U	Y	D	Y	P	M	S	S	W	R	O	B	R	M
L	R	A	D	I	Y	A	K	I	N	B	E	E	I
L	S	R	O	N	L	G	E	A	D	E	D	S	S
A	T	S	E	A	I	E	S	K	A	I	S	E	P
V	L	B	S	L	F	E	U	E	B	T	E	N	H
X	B	R	K	W	E	S	O	A	I	M	I	D	E
A	E	A	T	C	E	R	E	B	R	U	M	I	R
S	L	I	R	O	R	E	S	T	T	E	L	O	E
P	J	N	E	R	V	E	S	O	H	L	Y	N	S
H	I	L	M	D	T	D	N	I	R	N	A	M	F
Y	M	O	V	Q	G	E	G	T	D	A	L	E	I
X	R	D	I	U	A	N	A	H	E	V	J	N	N
I	T	F	U	O	R	I	L	E	F	I	O	T	E
A	S	H	X	C	E	R	E	B	E	L	L	U	M
B	S	G	R	A	C	O	O	N	C	W	O	L	F
R	A	A	C	C	I	D	E	N	T	S	L	A	C

- Accidents
- Asphyxia
- Birth Defect
- Brain
- Cerebellum
- Cerebrum
- Down's Syndrome
- Hemispheres
- Lobe
- Medulla
- Messages
- Nerves
- Spinal Cord

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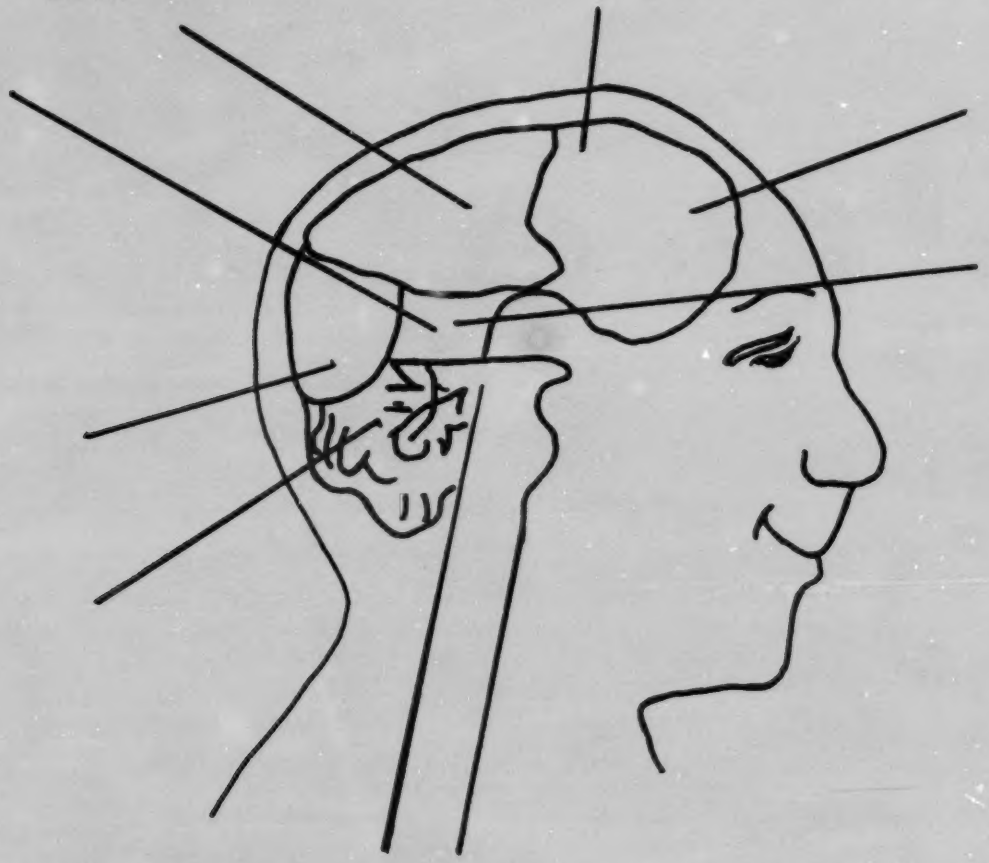
NAME_____

DATE_____

THE BRAIN

Label the four lobes of the brain and the seven functions controlled by the different areas of the brain.



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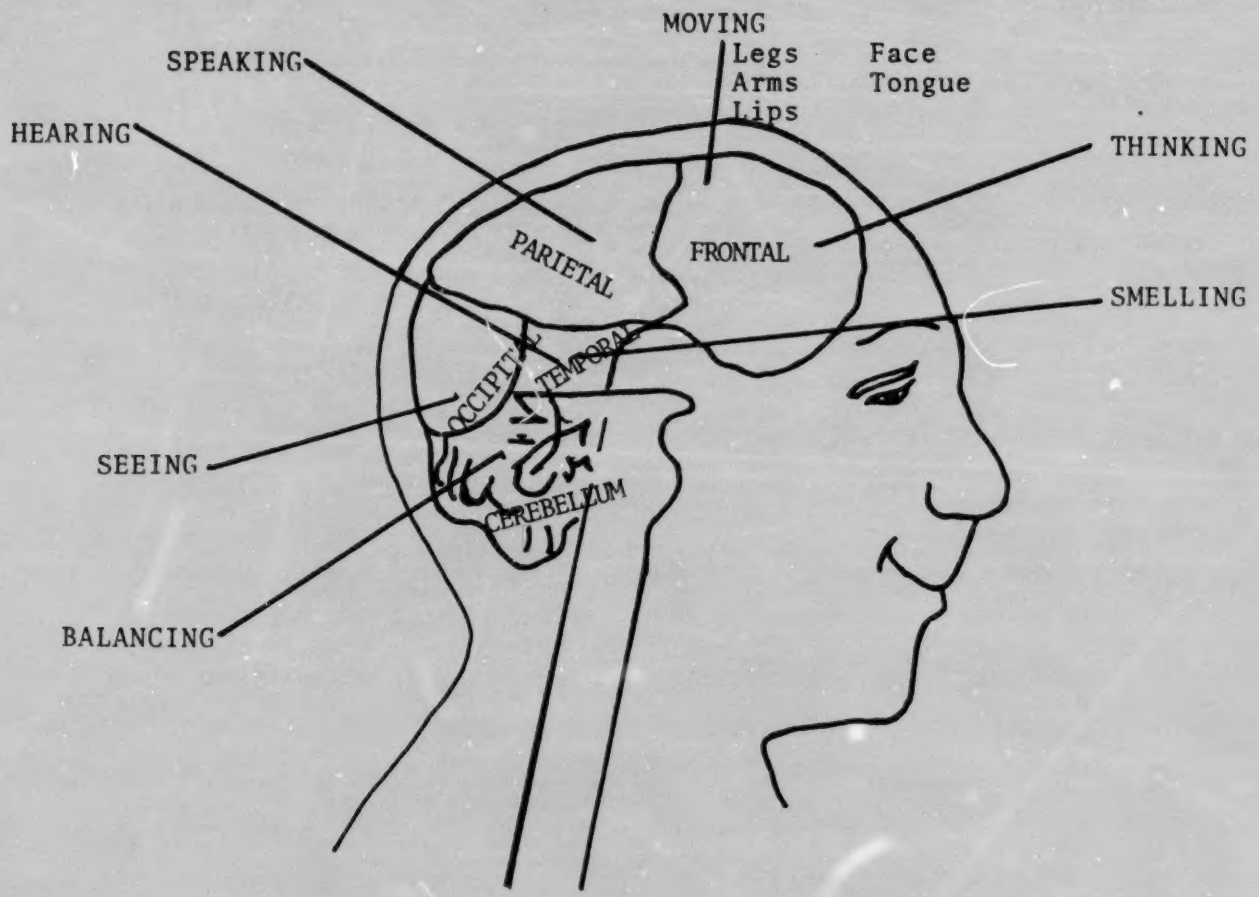
NAME _____

DATE _____

THE BRAIN



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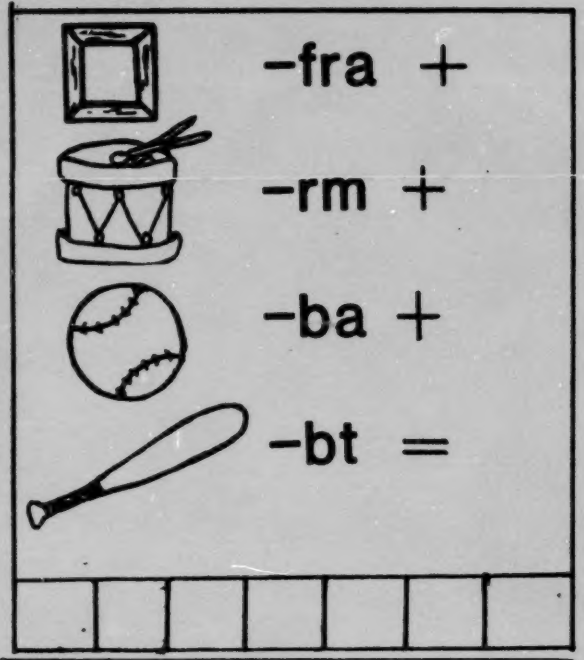
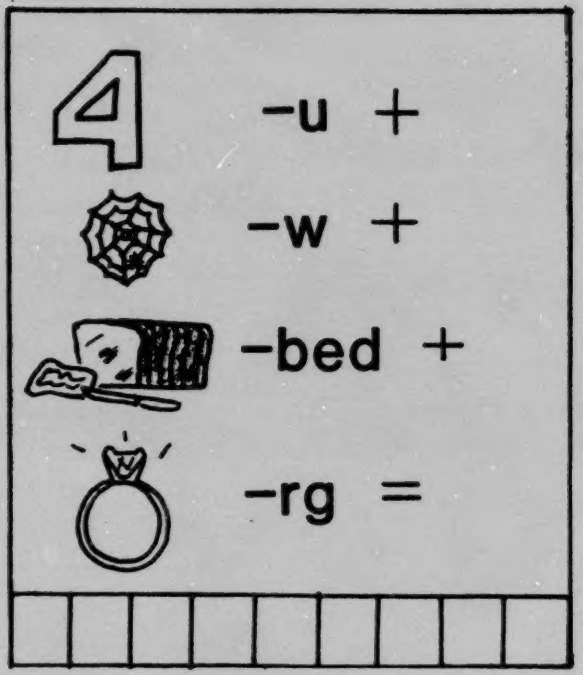
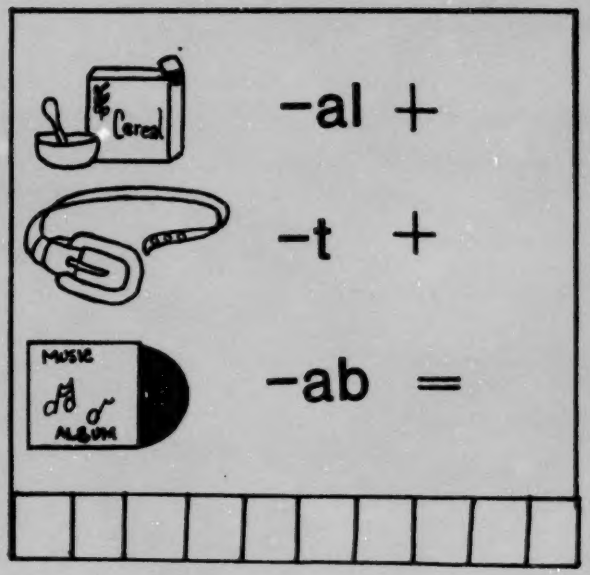
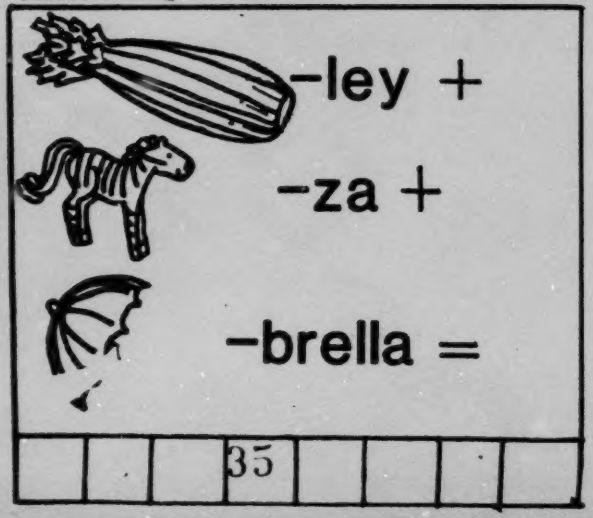
DATE _____

Brain Rebus









Solve each problem by writing the names of the picture clues and adding or subtracting letters according to the signs.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

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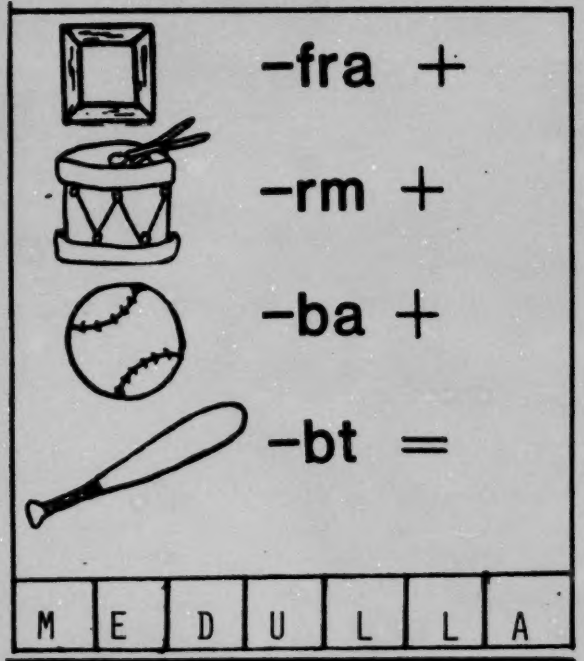
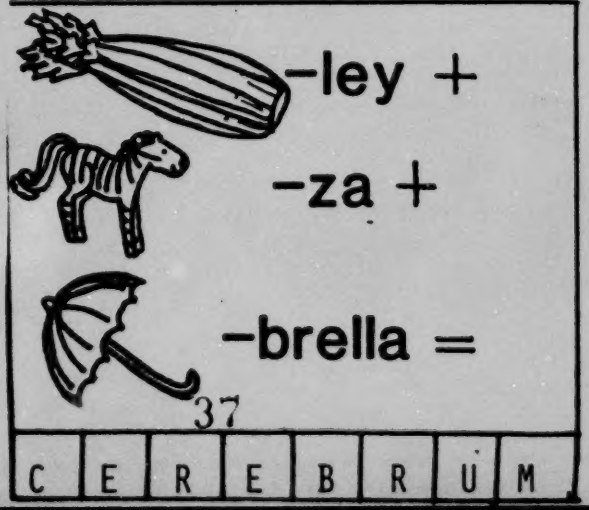
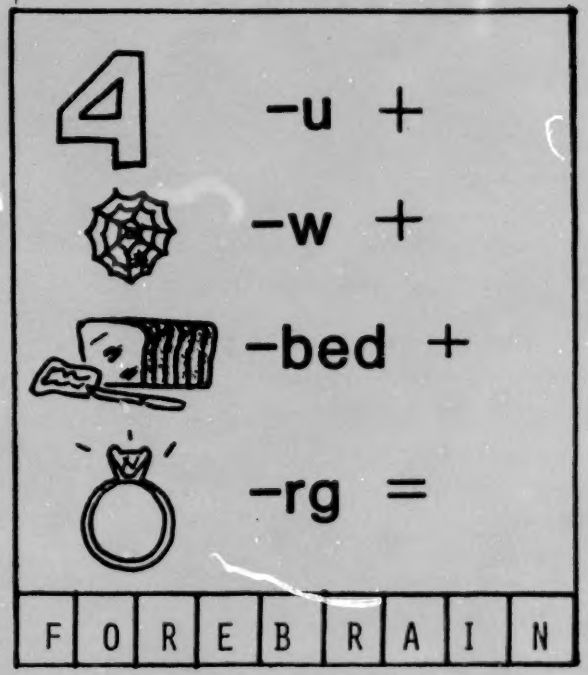
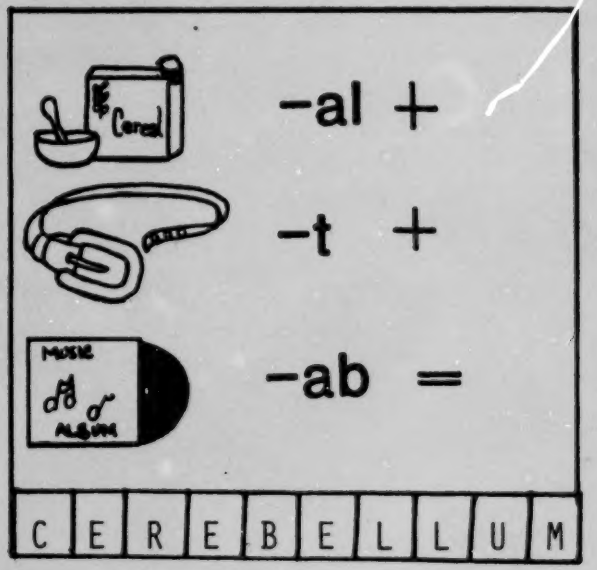
DATE _____

Brain Rebus









Solve each problem by writing the names of the picture clues and adding or subtracting letters according to the signs.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness of the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to give two causes for developmental disabilities.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads the class discussion about why the brain may function imperfectly. 1. Using the analogy of a transistor radio or battery operated toy, the teacher shows how the radio or toy functions with a weak batter. B. Teacher leads class discussion on the human cell. 1. The human body is made up of millions of cells. 2. The cell is controlled by the nucleus. 3. There are 23 pairs or 46 chromosomes in each nucleus. 4. Within each chromosome are the genes which determine inherited characteristics. *See prepared worksheet p 21.* C. Teacher discusses with students the causes of mental retardation.	Battery operated radio or toy	San Diego Association for the Retarded, 2910 Main Street, Lemon Grove, CA 92045 San Diego Regional Center for Developmentally Disabled 8100 Frost St. San Diego, CA 92123

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
1. Congenital a. Birth defect (chromosomal abnormality) - To illustrate this, use a jigsaw puzzle. Put it together as a class activity. Be certain that a few pieces are missing. This illustrates how a defect occurs before the birth or completion of the developing fetus. b. Birth defect (chromosomal abnormality) - To illustrate this, use a jigsaw puzzle. Put it together as a class project. Be sure that a few extra pieces are there prior to assembly. This illustrates how a defect occurs before bieth or completion of the developing fetus (Down's Syndrome/Mongoloids). 2. Postnatal a. Disease - PKU, Rubella, Menengitis, Encephalitis. b. Poisons - toxic drugs c. Accidents d. Asphyxia	Jigsaw puzzle with three extra pieces He's My Brother Albert Whitman Publishing Co. Byars, B. Summer of the Swans. Scholastic Books, 1970. Ominsky, E. Jono. Prentice Hall, 1977.	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Teacher discusses with the students that the developmentally disabled can be: 1. Mildly retarded - 89% usually can have a job and be self-sufficient. 2. Moderately retarded - can take care of their personal needs and can work in sheltered workshops. 3. Severely retarded - can learn to take care of some personal needs and can work in sheltered workshops. 4. Profoundly retarded - someone else has to care for them.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES

5. Use shades of colored paper with the class to demonstrate that retardation occurs at different degrees of deficiencies. The severity of brain damage can be demonstrated by loss of color intensity.

Mild	Moderate	Severe	Profound
Maroon	Rose	Red	Pink

Dark ---------- *Light*

E. Teacher leads class discussion on amniocentesis.

1. A medical procedure (during the sixteenth week of pregnancy) in which a needle is inserted through the abdomen to abstract amniotic fluid surrounding the fetus.

2. The purpose of the procedure is to diagnose possible birth defects.

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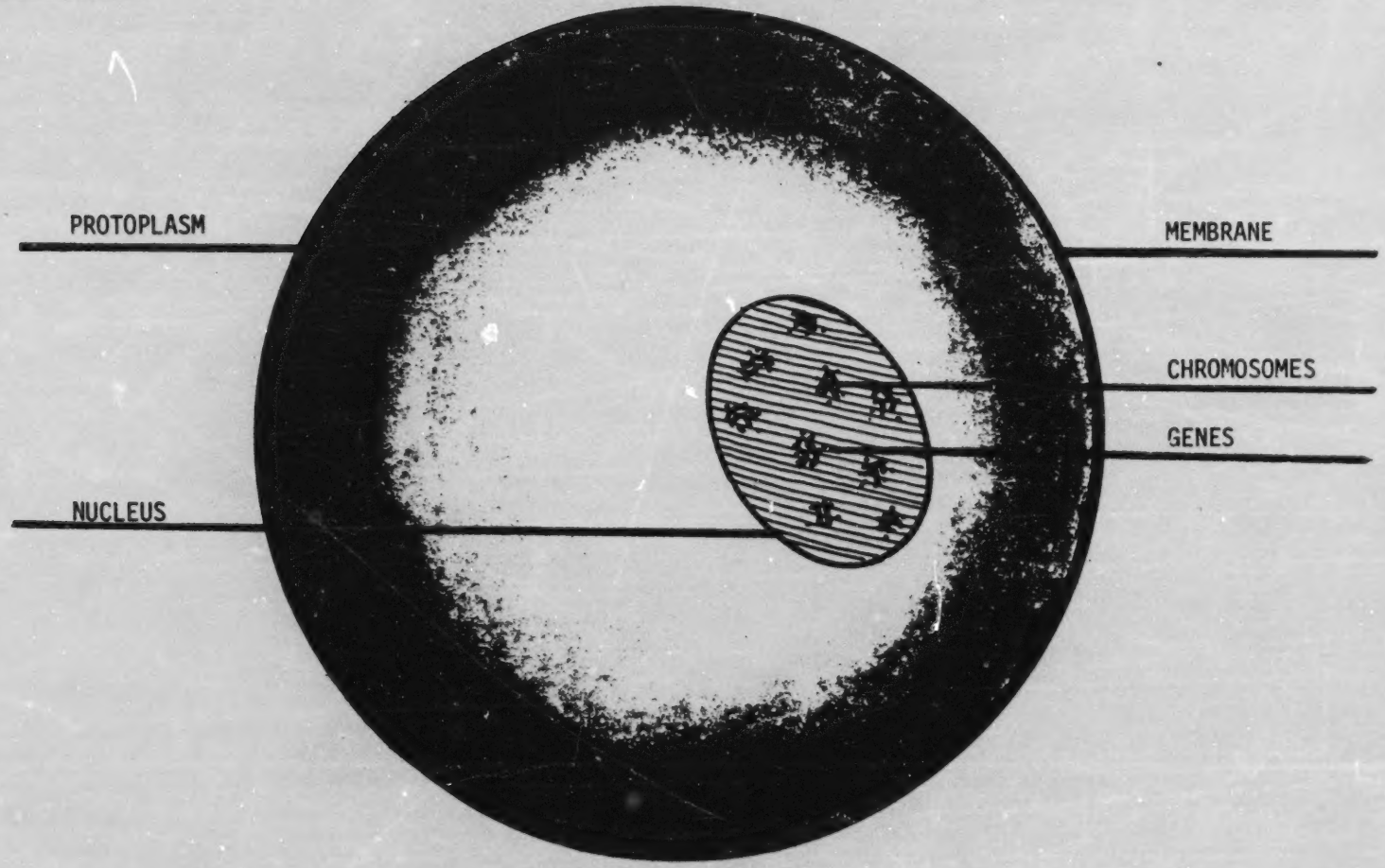
THE HUMAN CELL



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GOAL

To increase knowledge and awareness about the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to define developmentally disabled.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads discussion about the fact that all people can learn. All people do not learn things at the same rate. Some things are hard to learn while other things are easier. The difficulty or ease depends on the individual. 1. With a show of hands, ask students, "Is there anything that you can think of that was easy to learn-hard to learn?" 2. List on the blackboard ten different things that were easy (taking suggestions from students) and ten that were difficult to learn. Example: Easy: 1. Riding bike — Hard: 1. Tying shoes 3. Discuss the similarities and differences classmates have in learning a new task. 4. Discuss things that are difficult to learn, but can be learned with practice. *See prepared worksheet p 24.*	Cohen, Shirley, Accepting Individual Differences - Mental Retardation and Learning Disabilities, Developmental Learning Materials.	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 4. continued Example: a. Multiplication tables (learned through repetition) B. There are some students who learn things more slowly than others. What is easy for one student may be hard for another. They need more time and practice to learn things and more help with learning them. When this difficulty is caused by permanent brain damage, those students are called "developmentally disabled" or "mentally retarded." 1. To illustrate how hard a task might be, have students write their names or a phrase using numbers instead of letters. (a=1, b=2, etc.) 2. To illustrate the difficulty of a thought processing task, have the students write a sentence on any topic - but every word in the sentence must have two (2) syllables. (Change this to one (1) or three (3) syllables depending on student capabilities.)	Kit - "What if You Couldn't?" Selective Educational Equipment, Inc.	San Diego Association for the Retarded, 3035 G St., San Diego, CA 92102

La Mesa-Spring Valley School District
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DEVELOPMENTALLY DISABLED (Mentally Retarded)

"Developmentally disabled" or "mentally retarded" describes someone who, because of brain damage, needs more time and help to learn a task. List some activities that you think would be hard for a mentally retarded student and some that would be easy. The student is the same age as you are and is in a special class for the mentally retarded.

EASY	HARD
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness of sensory impairments of the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify their five senses and perform a task without one sense.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Class discussion is initiated about our five senses. Students are asked to select one sense they think they could live without. *See prepared worksheet p 27.* 1. Tactile Discrimination a. With thick socks and mittens on each hand, put on a shirt, button it, tie shoes, and write your name. b. With a sock and thick mittens on each hand, put hands into a bag of common household or classroom objects and try to identify some of them by touch. 2. Visual Discrimination a. With a layer of surgical gauze taped over eyes, have students try to drop clothespins into a bottle. b. While eyes are covered with gauze, try to do a simple puzzle.	Kit - "What if You Couldn't?" Selective Educational Equipment, Inc. Socks Mittens Bag of common household or classroom objects Gauze Clothespins Bottle Puzzle	Bookbinder, S., Mainstreaming, Meeting Street School Curriculum Guide, Rhode Island, p. 76.

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued		
3. Auditory Discrimination	Foreign language record	
a. Play a foreign language record which the class is unfamiliar with. Start lesson one and have students try to keep up with it.	Record with directions	
b. Play a record at a fast or slowed down speed. See if students can follow the directions.		
4. Olfactory Discrimination	Spices	
a. While blindfolded, have students smell various spices and try to identify them.		
5. Taste Discrimination	Coke	
a. While blindfolded, have students taste various drinks and try to identify them.	Water	
	Kool-aid	
	Lemonaide	
	Milk	

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MY FIVE SENSES

If I couldn't hear, I couldn't _____ But, I could _____

_____ _____

_____ _____

If I couldn't see, I couldn't _____ But, I could _____

_____ _____

_____ _____

If I couldn't taste, I couldn't _____ But, I could _____

_____ _____

_____ _____

If I couldn't feel, I couldn't _____ But, I could _____

_____ _____

_____ _____

If I couldn't smell, I couldn't _____ But, I could _____

_____ _____

_____ _____

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about how difficult tasks become for the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to express and describe the difficulty they had in learning a new task.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students are asked to take notes on a lengthy presentation, movie or verbal directions. They are to do so with their non-dominant hand.	Movie	Barnes, E., What's the Difference? Human Policy Press, Syracuse, NY pp 34 and 41.
B. Writing by looking into a mirror can demonstrate perceptual difficulties. Students can look at a mirror, which reflects their writing and not look down at their paper, while trying to write a paragraph.	Mirror	
C. Have two students sit back-to-back and give them a series of ten directions to be followed by auditory memory. See how well the two do in comparison to one another. 1. Touch your head. 2. Clap your hands. 3. Point to your nose. 4. Etc.		
D. A Simon game will illustrate auditory processing. It will also demonstrate how difficult it is for students to retain long auditory patterns.	Simon game by Milton Bradley Co.	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. Learning to read is a way of understanding a sign coded system. See if students can list various written sign coded systems. Examples: 1. Reading 2. Mathematics 3. Morse code 4. Phonetics 5. Symbols in a dictionary 6. Braille Learning a brand new coded system is more difficult for some students than for others. *See prepared worksheet pp 30 - 31.*	Kit - "What if You Couldn't?" Selective Educational Equipment, Inc. Filmstrip - Hello Everybody Filmstrip - Like You, Like Me "Let Me Try"	

(continued)

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CODED SYMBOLS

Can you read these words?

brān = _____

bred = _____

jēnĭus = _____

nit = _____

fōtō = _____

Try again . . . this is a different code of symbols.

hæt = _____

KIƧ = _____

ʃē = _____

ʃip = _____

hi = _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CODED SYMBOLS

Can you read these words?

brān	=	BRAIN
bred	=	BREAD
jēnĭus	=	GENIUS
nit	=	KNIT
fōtō	=	PHOTO

Try again . . . this is a different code of symbols.

hæt	=	HAT
KIŋ	=	KING
ʃē	=	SHE
ʌp	=	UP
hi	=	HI

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of appropriate and inappropriate behavior of the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to verbalize at least four appropriate and one inappropriate behavior displayed by the developmentally disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher shows slides of developmentally disabled children engaged in appropriate activities. 1. Children discuss the similarities between developmentally disabled children and non-disabled children.		
B. Teacher reads a story to the students about the developmentally disabled with follow-up discussion of similarities and differences between the class students and the hero in the story.	Cohen, S., Accepting Individual Differences - Mental Retardation and Learning Disabilities, Developmental Learning Materials.	
C. Teacher discusses inappropriate behaviors demonstrated by some developmentally disabled children. 1. Some examples of inappropriate behaviors are: a. Self-stimulating b. Tantrums c. Distractability	Project "Teach 'n' Reach" Inappropriate behavior posters Byars, B. Summer of the Swans, New York Viking Press, 1970.	

(continued)

NOTES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued 2. The students discuss the behaviors and what he/she can do. Example: a. Ignore behavior b. Offer assistance D. Discuss that appropriate social behavior is an ongoing learning process for the developmentally disabled. Example: 1. Most children learn it is inappropriate to use their fingers for eating and are using a spoon and fork between the ages of three and four. A developmentally disabled individual might not learn this behavior until five or six years of age or even later.	Little, J. Take Wing, Little, Brown and Co. Smith, D. Kelly's Creek, Thomas Cronwell Co. Sobol, H. My Brother Steven is Retarded, Macmillan Co.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge of the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to solve each problem presented with at least one solution.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher presents several problem solving tasks to the class; to be worked out in small group discussion. 1. Suppose a mentally retarded person was going to be at this school. Let's talk about how we could act so that he/she could be happy working and playing with us. 2. Suppose some students were playing, "Hide and Seek" in the school yard and a developmentally disabled child wanted to play. The child did not know how to pick a good place to hide and was always the first one to be found. What could someone do to help the student? 3. If you are sitting at lunch with a special person and other children walk by and say, "Why are you sitting with the retards?" how would you respond? a. Ignore them? b. Tell them they are your friends? c. Explain that this is someone you like? d. Discuss later that mental retardation is not catching?	Cohen, S., Accepting Individual Differences - Mental Retardation and Learning Disabilities, Developmental Learning Materials. Gilson, J. Do Bananas Chew Gum? Lothrup, Lee and Shepherd. Shyer, M. Welcome Home Jellybean. Charles Scribner's Sons.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES (continued)	NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 4. If you are doing homework and a developmentally disabled child in the neighborhood tries to get you to play with him/her, what would you do? 5. If you run into a special child at the park and they are stuck at the top of the jungle gym, how could you help?		

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge about developing skills to become independent.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify basic independent activities that could be learned by the developmentally disabled.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Discuss and list with students ways that they take care of themselves. Examples: 1. Dressing self 2. Making a sandwich 3. Taking a bath 4. Setting the alarm B. Discuss with students their age when a particular skill was achieved (i.e., sitting, walking). *See Teacher's Guide.* C. Discuss with students how developmentally disabled children are usually slower to achieve skills and why some skills are never learned.	MP Hayburner (u 30 min.)	

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Elicit from students the times when they could not take care of themselves. 1. When I was a baby . . . 2. When I was real sick . . . *See prepared worksheet pp 38 - 39.*	MP Gate Ways to the Mind	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

BASIC NEEDS . . .

Things I can do myself . . .	Age I learned how to do these things . . .	Things I still need help doing . . .
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

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ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WHEN COULD YOU . . .

I learned to crawl when I was _____.

I learned to walk when I was _____.

I said my first words when I was _____.

I said _____.

I learned to ride a tricycle when I was _____.

I learned to ride a bicycle when I was _____.

I could dress myself when I was _____.

I could walk home from school alone when I was _____.

I could make my lunch when I was _____.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge of the prejudice toward the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activity students will demonstrate an understanding of individual similarities and differences.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher reads the story, "Oscar's New Friend." Suggested questions for discussion at the conclusion of the story are: *See prepared story pp 42 - 45.* 1. Does anyone have anything to say about this story? 2. Why was Oscar sad when he heard what some of his friends said about Timmy? 3. What do you think about Oscar's two friends? 4. What does "mental retard" or "dummy" mean to you? 5. Why would the other two children call Timmy a "dummy?" 6. Why do you suppose Oscar had some questions about Timmy after he met him? 7. Discuss things Timmy could do well and things he could not do well.	Cohen, S., Accept-Individual Differences - Mental Retardation and Learning Disabilities, Developmental Learning Materials. MP - Paige Filmstrip - Like You, Like Me "Let Me Try"	Cummings, M., Individual Differences, "Oscar's New Friend," Department of Education, San Diego County, Activity 235.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 8. Were there things Oscar learned from Timmy? 9. Do you think there is really someone who cannot learn anything? 10. Do you feel Oscar's friends were prejudiced? 11. Was Oscar prejudiced? Why, or why not?		

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

OSCAR'S NEW FRIEND

by Marlene A. Cummings

Oscar Simmons watched out of his window while the movers carried the belongings of his new neighbors into the house across the street from him. He was very happy to see that his new neighbors might have children. He got his clue as he watched a bicycle with training wheels, toy box and a number of balls unloaded from the moving van. Oscar was so excited that he just had to find out when the family would move in. He asked his mother if he could go over and find out from the movers when the family would come. She told him it was alright but cautioned him to stay out of the way of the movers.

He found out they would arrive later that day and also that there were three children in the family. One of the men, carrying a chair into the house, stopped and said to Oscar, "The boy is very much like you. He appears to be about your age and wears a jacket exactly like yours." Oscar thought to himself, "How neat, anyone who wears a jacket like my blue jean jacket has got to be really 'okay' with me."

Oscar could hardly wait. Since his talk with the movers he had persuaded his mother to bake cookies and prepare a dish for the new family.

Shortly after dinner a station wagon pulled into the driveway across the street. Oscar ran to the window to

(continued)

get a close look. His excitement was well worth the effort because sure enough, the boy with a blue jean jacket exactly like his jumped out of the car. Oscar ran to get his mother, the cookies and the special dish of snacks. Mrs. Simmons, with a knowing smile on her face said to Oscar, "Hey, wait a minute, let's give them time to get into the house, then we'll go over."

After a while Mrs. Simmons and Oscar went over to meet the new family. They found out that the new family was the Jordan family and the children's names were Alice, Timmy and Gwen.

Mrs. Jordan told Timmy to take Oscar to his room and show him around. Timmy reached out for Oscar's hand and led him into his room. Oscar noticed that Timmy was very quiet and when he did talk he talked like someone much younger than he appeared to be. Oscar also noticed a book on top of the pile of books neatly stacked on the floor beside the book case. He asked Timmy if this book belonged to his little sister and Timmy replied, "This is mine." Oscar then asked Timmy how old he was and Timmy said he was ten. The same age as Oscar and yet he seemed younger in some ways. Timmy looked at Oscar, then asked slowly, "Would you like to race sizzlers on my track?" Oscar did not know how to set up the track, but he watched with interest while Timmy quickly put together a layout for them to race their cars.

After Mrs. Simmons helped Mrs. Jordan with some of her unpacking they went up to Timmy's room to check on the boys. Oscar looked up and said to his mother, "This is really neat, we're having so much fun, do we have to leave?" "Yes," replied Mrs. Simmons, "It is late and everyone is tired."

OSCAR'S NEW FRIEND by Marlene A. Cummings

Timmy did not say anything, but he did go over and hold Oscar's hand to show how much he had enjoyed him and to walk him to the door. Oscar stopped at the door, then asked if Timmy would be going to school tomorrow. Mrs. Jordan responded, "Yes, he will be going to school." "Good," said Oscar, "Can he walk with me?" Timmy spoke up and said, "I have a bus that takes me to school." Mrs. Jordan explained that Timmy went to a special school because he needed special help. Oscar did not understand, but thought his mother could explain it to him later.

The next day Oscar was walking home with some of his friends and he told them about his new friend, Timmy. As they walked up to Oscar's house the bus bringing Timmy home pulled up in front of the Jordan home. One of the boys said to Oscar, "I'm not going to like your new friend, he is a dummy!" And the other child added, "Yes, a retard!" Oscar did not know what they meant and he asked, "What does that mean?" "That means he is a dummy and cannot do anything," said one of the children as they ran off toward their homes, laughing loudly and making "crazy circles" around their heads. Oscar felt very sad and confused. He went into the house and told his mother about what the other children said about Timmy. He added, "He doesn't look any different than anyone else." Mrs. Simmons said, "Oscar, that was a mean thing the other children said and did, but I am so happy you asked me about Timmy."

"Timmy is different, Oscar, as you are different," said Mrs. Simmons. "Did you forget that everyone is

(continued)

different?" "Well, I meant that he didn't look like a dummy," replied Oscar. "How does a dummy look?" asked Mrs. Simmons. "Well, I don't really know how to say it," said Oscar. "Well, let me try another question - what is a dummy?" "Well, a person who can't learn anything," said Oscar. "Oh, Oscar," said Mrs. Simmons while placing her arms gently around his shoulders, "We do have alot to talk about."

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the developmentally disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to make positive physical comparisons between the developmentally disabled and themselves.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Use photo of Down's Syndrome child. 1. Discuss similarities and differences of child's appearance to those in the class. *See prepared worksheet p 47.*	Cohen, S., Accepting Individual Differences - Mental Retardation and Learning Disabilities, Developmental Learning Materials.		

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SIMILARITIES AND DIFFERENCES OF CHILD'S APPEARANCE TO THOSE IN YOUR CLASS

SIMILARITIES	DIFFERENCES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the Special Olympics.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate an appreciation of the Special Olympics.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. A guest speaker should be invited to talk about the Special Olympics. B. Plan a "Special Olympics." 1. Have students plan events, how to adapt them to different developmental levels and make ribbons for awards. 2. Have a special class come to your school or plan a field trip to a special class and put on a "Special Olympics." a. Use the "buddy system," (one student from the special class and one or two from a regular class) in going through the activities. *See prepared worksheet p 49.*	Stop watch Boxes Soft ball Yard stick Chalk Ribbons	San Diego County Association for the Retarded, 2910 Main St., Lemon Grove, CA 92045 LM-SV - Lemon Ave. Elementary, 8787 Lemon Ave., La Mesa, CA 92041 Home of Guiding Hands, 10025 Los Ranchito, Lakeside, CA 92040

NOTES

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SPECIAL OLYMPICS

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

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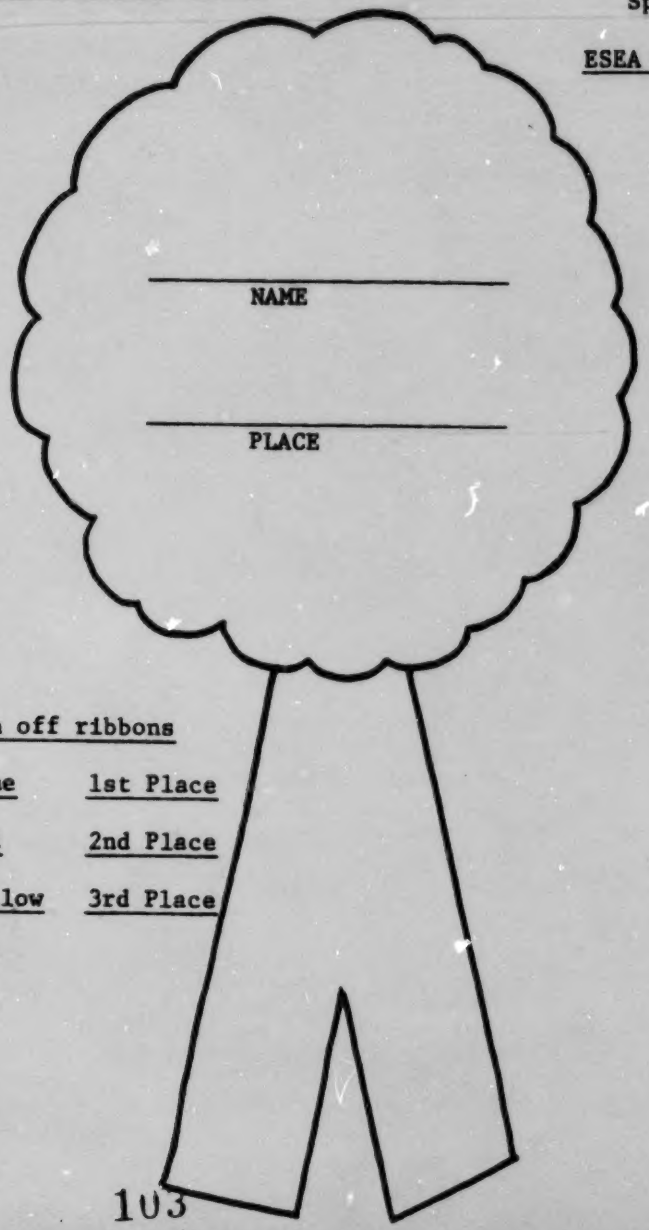

Run off ribbons

Blue 1st Place

Red 2nd Place

Yellow 3rd Place

WINNERS

50 yd	1.	
	2.	
	3.	
Hurdles	1.	
	2.	
	3.	
Soft Ball Throw	1.	
	2.	
	3.	
Long Jump (Standing)	1.	
	2.	
	3.	
High Jump	1.	
	2.	
	3.	
Sit Ups	1.	
	2.	
	3.	

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Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge of the developmentally disabled population.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to experience and describe their involvement with a developmentally disabled individual.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. It is suggested that a field trip be set up whereby either the developmentally disabled come to the regular class or the regular class goes to a special education class. 1. Students from both classes participate in activities. Examples: a. Cooking b. Simple arts and crafts project 2. Regular class students invite special students to a puppet show, play or musical performance. 3. Regular students become tutors for the developmentally delayed class, assisting in such activities as counting, dressing, or eating.		LM-SV - Lemon Ave. Elementary School, 8787 Lemon Ave., La Mesa, CA 92041 Home of the Guiding Hands, 10025 Los Ranchito, Lakeside, Ca 92040

LEARNING DISABLED

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

LEARNING DISABLED

Despite recent information about the symptoms, causes and treatment of the learning disabled, this disability remains among the least understood of all handicaps because, associated with the disability, are behaviors observed in all children at sometime in their development.

There is great confusion in the teaching profession about the terminology used concerning the learning disabled. However, there are central themes that children who are described as learning disabled have in common:

- a marked discrepancy or unevenness in the child's ability to learn.
- behavior that is out of harmony with their classmates.
- normal intelligence

Learning disabilities are often demonstrated by a short attention span, poor coordination, restlessness, over-activity or under-activity. A student with a learning disability may have difficulty organizing, sequencing, remembering or doing complex thinking. Their impairments can cause poor school achievement in speaking, reading, writing, spelling or math. Many children who do not have learning disabilities have

(continued)

some of these behavior patterns; however, learning disabled children will have one or more to the degree that they cannot make the academic progress they are intellectually capable of making.

Children with learning disabilities may also develop emotional problems and a poor self-image. Sometimes it is difficult to distinguish between the learning problems that are the result of the disability and learning problems that are the result of the emotional problems caused by the disability.

There are many theories about the cause or causes of learning disabilities. One theory is that learning disabilities are the result of minimal brain damage occuring before, during or after birth. Another theory suggests that something in the development of cerebral dominance could be related to specific learning disabilities. Some people believe that learning disabilities can be inherited or are caused by additives in processed foods, allergic reactions or vitamin deficiencies.

This unit attempts to enhance understanding of the learning disabled child, to create an awareness of the daily frustrations encountered by the learning disabled, and to increase appreciation for the individuality in all students.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

QUIZ QUESTIONS - LEARNING DISABLED

Listen carefully as your teacher reads each of the following questions.
Circle the correct TRUE or FALSE answer.

1. A person could be smart but not capable of learning fast . . . . . TRUE FALSE

2. Brain damage to a visual perception area in the brain can cause loss of speech . . . TRUE FALSE

3. Diet can be important to learning. . . . . TRUE FALSE

4. A person with a visual perception problem needs glasses. . . . . TRUE FALSE

5. A person with an auditory memory problem needs a hearing aid . . . . . TRUE FALSE

6. A person who can't work in a noisy classroom has a sequencing problem. . . . . TRUE FALSE

7. Laterality and directionality are important to learning. . . . . TRUE FALSE

8. A learning disability can cause classroom misbehavior. . . . . TRUE FALSE

9. An adult can have a learning disability. . . . . TRUE FALSE

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

QUIZ QUESTIONS - LEARNING DISABLED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. A person could be smart but not capable of learning fast . . . . . (TRUE) FALSE
2. Brain damage to a visual perception area in the brain can cause loss of speech . . . TRUE (FALSE)
3. Diet can be important to learning. . . . . (TRUE) FALSE
4. A person with a visual perception problem needs glasses. . . . . TRUE (FALSE)
5. A person with an auditory memory problem needs a hearing aid . . . . . TRUE (FALSE)
6. A person who can't work in a noisy classroom has a sequencing problem. . . . . TRUE (FALSE)
7. Laterality and directionality are important to learning. . . . . (TRUE) FALSE
8. A learning disability can cause classroom misbehavior. . . . . (TRUE) FALSE
9. An adult can have a learning disabiltiy. . . . . (TRUE) FALSE

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge of the brain and the areas responsible for learning skills.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to lable three areas of the brain responsible for learning skills.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher leads a discussion about the function and areas of the brain. 1. Visual perception area (sight) 2. Auditory perception area (hearing) 3. Motor kinesthetic area (movement and body feeling) 4. Interperative area (thinking) 5. Speech area (speaking) *See prepared worksheets pp 58 - 60.*	MP - Your Nervous System (i - u 11 min.) Chart- Brain and Neruous System		
B. The teacher will emphasize that damage to a particular area of the brain may cause a learning disability. There can also be nerve damage which prevents the message from reaching the brain. 1. Nerves function somewhat like electrical wires. The electrical impulses travel to a certain area of the brain, then the brain tells the person what they are seeing or hearing. A classroom record player could represent the brain. The	Record player String		

(continued)

GOAL
(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
1. continued record player will not function unless it can get the message through the wires (nerves). Have students role play damage to a nerve. Example: a. One student represents the record player (brain). b. One student represents the plug. c. One student represents the prongs of the plug. d. A piece of string represents the nerve. e. The teacher could point out that damage at any certain point or the the record player itself will cause a breakdown.		

La Mesa-Spring Valley School District
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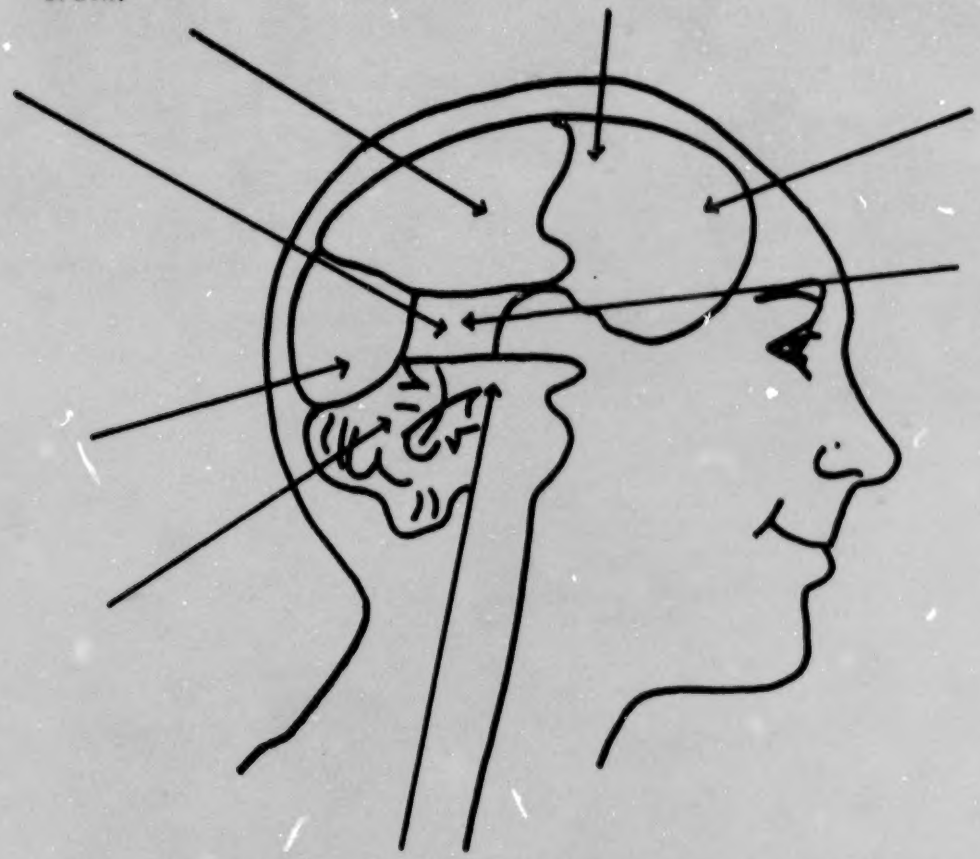
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE BRAIN

Label the four lobes of the brain and the seven functions controlled by the different areas of the brain.



La Mesa-Spring Valley School District
Special Programs Department

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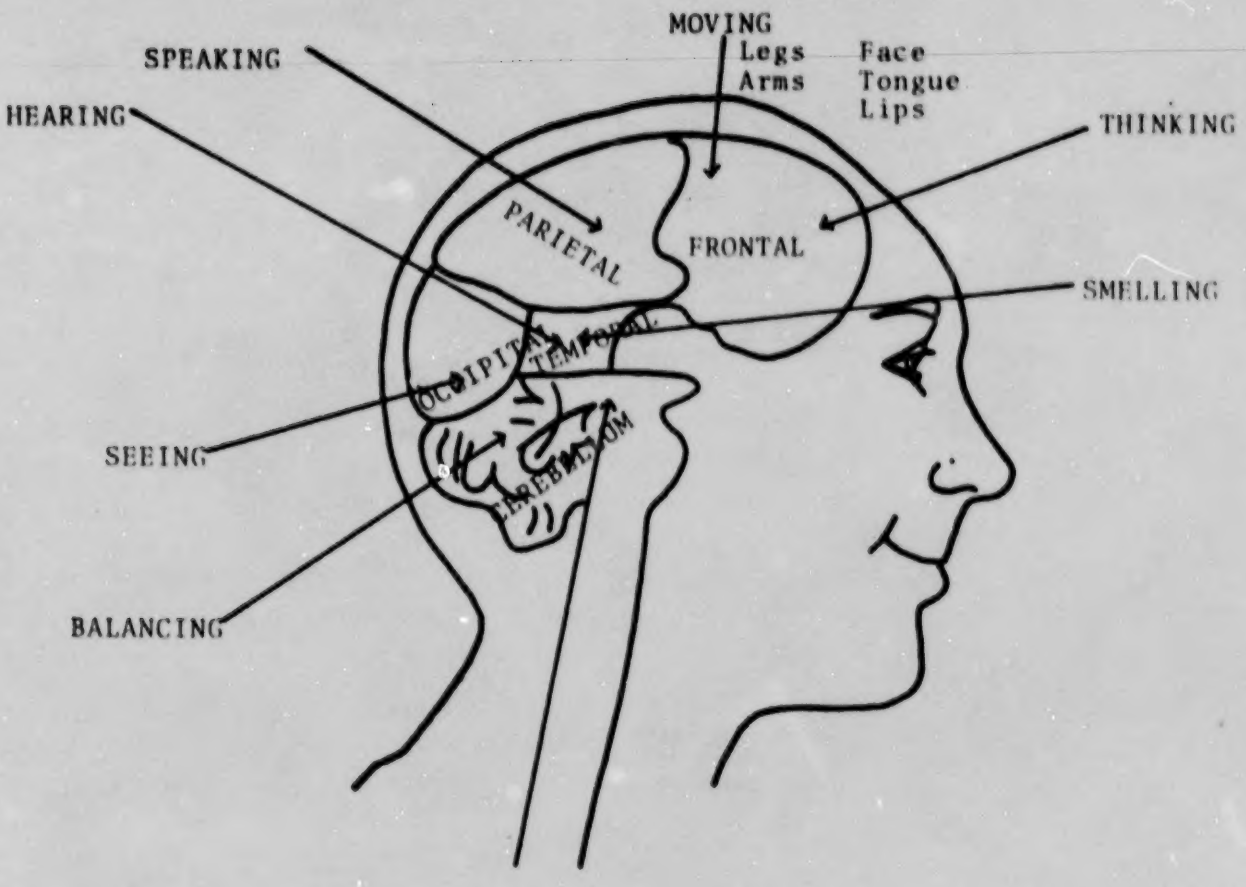
NAME _____

DATE _____



TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

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NAME _____

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WHAT IF:

Draw a picture.

Write a thought.

What if you were smart but you couldn't learn as fast as everyone else, no matter how hard you tried?		
What if you were smart but you couldn't learn to read?		
What if you were smart but you couldn't write down what you were thinking?		
What if you were smart but you couldn't remember what was said?		
What if you were smart, but you couldn't say what you were thinking?		

La Mesa-Spring Valley School District
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GOAL

To increase student awareness of the symptoms associated with a learning disability.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to verbalize symptoms associated with learning disabilities.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will lead a class discussion about the symptoms of learning disabilities, leading students to understand that everyone, adults included, has some learning disability, however, learning disabled children will have one or more symptoms to the degree that they cannot make academic progress. 1. Short attention span 2. Poor impuse control a. rudeness b. fighting c. highly excitable d. temper tantrums 3. Hyperactive - over-active 4. Hypoactive - under-active 5. Organizational problems 6. Recall problems 7. Poor body awareness	Kit - "What If You Couldn't...?" Learning Disabilities.	C.A.N.H.C.-A.C.L.D. (California Association for Neurologically Handicapped Children) S.D. County Chapter P.O. Box 4874 San Diego, CA 92104-0874

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
8. Poor reading, math and spelling skills 9. Emotional problems *See prepared worksheet p 63* B. Class discussion continues with the following suggestions: 1. Are learning disabilities and mental retardation the same? No, even though both disabilities involve difficulty in learning, there is a great difference between the two. Persons with learning disabilities can do many things well, but may have trouble in one specific subject or skill area. Persons who are retarded will usually have a difficult time in most subjects or skill areas. 2. Are children with learning disabilities lazy or "bad?" No, sometimes children's learning disabilities are not discovered until after repeated failures.	MP - Cipher in the Snow (i - 25 min.)	

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FIND-A-WORD

A	T	T	E	N	T	I	O	N	S	P	A	N	P	Q	A	S	X	O	M
M	B	G	F	M	K	J	A	G	Y	E	M	X	B	C	H	W	O	T	K
B	P	O	O	R	A	C	A	D	E	M	I	C	S	R	Y	L	R	C	E
O	N	P	I	A	X	S	E	E	J	M	L	B	Z	B	P	U	T	S	C
D	A	N	E	R	Q	S	I	M	P	U	L	S	I	V	E	N	E	S	S
Y	O	T	E	K	J	I	H	G	F	T	N	R	C	Z	R	I	G	A	C
A	R	S	R	B	Q	G	R	O	T	H	J	P	B	I	A	V	A	U	S
W	G	E	F	E	Q	A	V	E	B	E	R	C	X	A	C	N	V	R	A
A	A	K	L	M	V	O	P	A	C	B	D	F	J	Z	T	C	H	V	R
R	N	Q	U	L	D	I	A	R	L	A	M	V	Z	A	I	F	W	V	P
E	I	R	G	A	O	G	T	E	I	P	L	D	L	Z	V	C	M	S	B
N	Z	H	X	K	T	J	F	C	Q	A	C	L	U	B	E	P	Q	Z	G
E	A	U	D	W	V	H	P	K	A	T	N	U	R	L	O	M	Z	A	Y
S	T	W	T	Q	J	S	E	S	T	O	B	Q	S	X	Y	F	I	C	V
S	I	E	M	O	T	I	O	N	A	L	P	R	O	B	L	E	M	S	H
N	O	D	V	I	O	N	R	W	Q	P	S	Y	E	F	T	M	Z	G	A
X	N	I	Y	B	F	E	O	D	J	C	K	V	H	G	L	W	B	X	H

CROSS OUT THESE WORDS AS YOU FIND THEM:

Attention span
Recall
Hypoactive
Impulsiveness
Organization
Hyperactive
Emotional problems
Poor academics
Body awareness

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Special Programs Department

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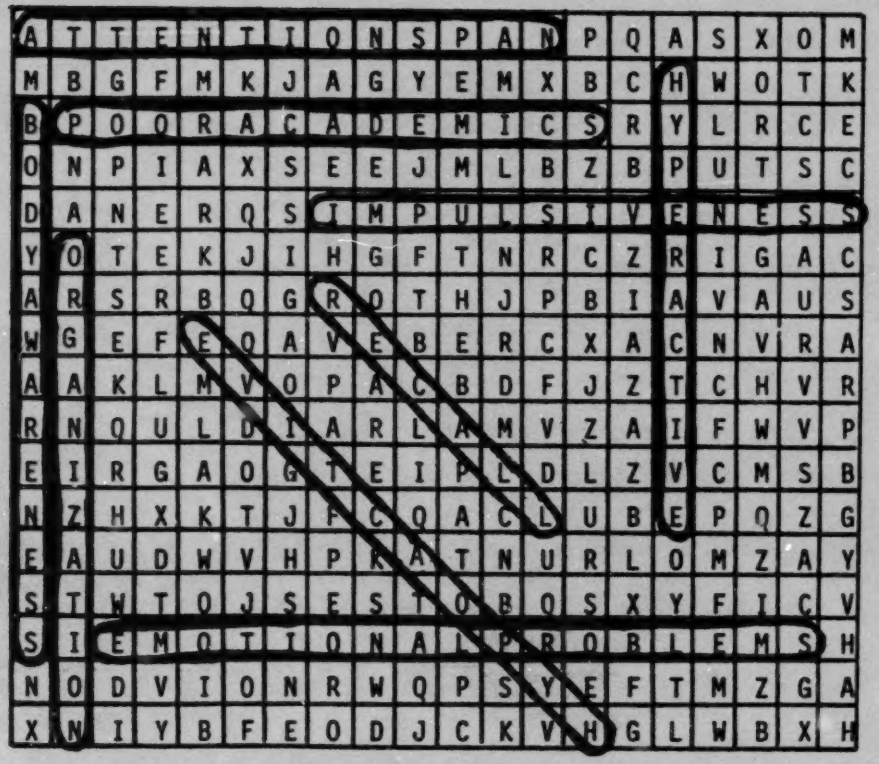
NAME_____

DATE_____

FIND-A-WORD



CROSS OUT THESE WORDS AS YOU FIND THEM:

Attention span
Recall
Hypoactive
Impulsiveness
Organization
Hyperactive
Emotional problems
Poor academics
Body awareness

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GOAL

To increase student awareness about the causes of learning disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to list three causes of learning disabilities.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will lead a discussion of the causes of learning disabilities. 1. Pre- or postnatal brain damage 2. Poor diet during early physical development 3. Inheritance 4. Drug abuse during pregnancy 5. Allergies 6. Some causes may be unknown *See prepared worksheet p 66.*		C.A.N.H.C. (California Association for Neurologically Handicapped Children) San Diego County Chapter C.A.N.H.C.- A.C.L.D Post Office Box 4874 San Diego, CA 92104-0874

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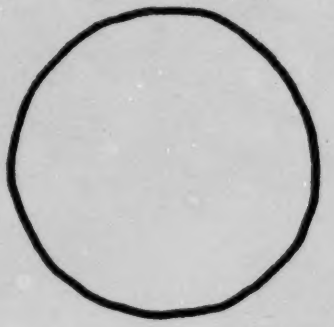
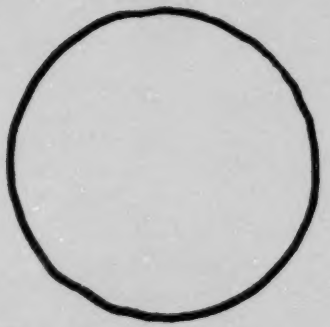
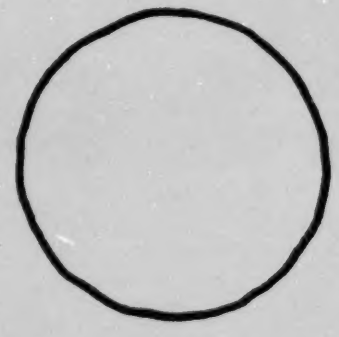
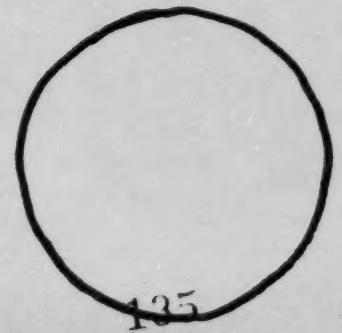
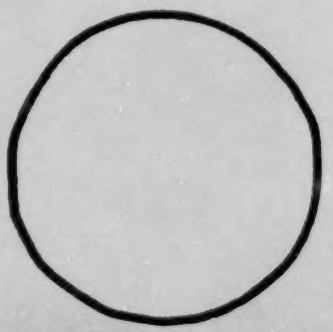
NAME _____

DATE _____

CAN YOU REMEMBER SOME CAUSES OF LEARNING DISABILITIES? HOW MANY CAN YOU REMEMBER?

(Draw causes)	(List causes)	(Draw causes)	(List causes)
	_____ _____ _____ _____		_____ _____ _____ _____
	_____ _____ _____ _____		_____ _____ _____ _____
	_____ _____ _____ _____		_____ _____ _____ _____

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Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of ways to prevent learning disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to list three ways to prevent learning disabilities.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will lead a discussion about ways to prevent learning disabilities. 1. A pregnant woman gets good care from a doctor and watches her diet. 2. Eat a balanced diet and avoid additives. 3. Don't take drugs or smoke.	MP - Drugs: a primary film (p - i 9 min.) MP - Drugs Are Like That (p - i 17 min.) MP - You Are What You Eat (p - i 10 min.) MP - Eat, Drink, and Be Wary (u - h 21 min.) MP - Be Smart - Don't Start (i 11 min.) MP - First Cigarette (i - u 10 min.)	

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GOAL

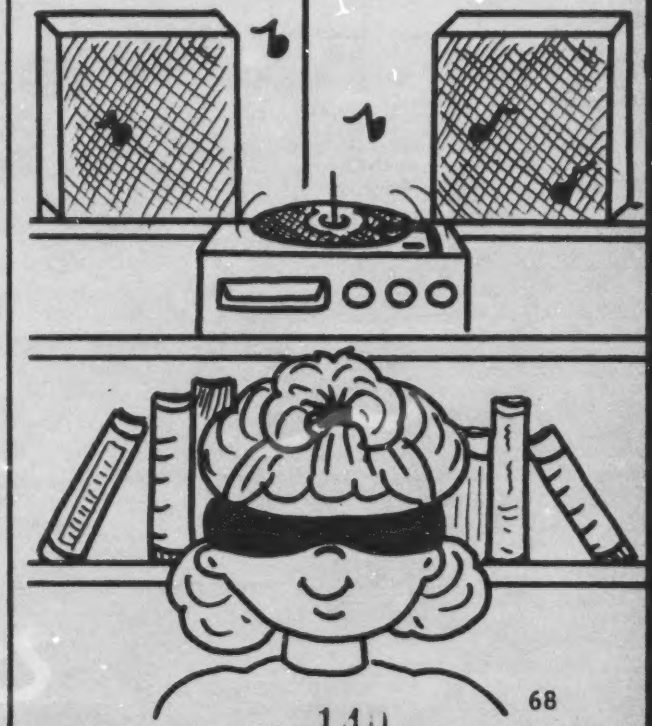
To increase student knowledge about the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to describe what auditory perception is.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Class discussion is initiated on the term auditory perception. 1. It is not a hearing loss. 2. It is the inability to perceive, interpret or organize auditory information.	Kit - Kids Come In Special Flavors, The Kids Come In Special Flavors Co.	
B. Students are blindfolded and are asked to listen and recognize various sounds on a tape or record.	Record - Whats It's Name?	
C. Records with various musical themes are played. Students are asked to draw or tell what theme, feeling or visualization they perceive from the music. (i.e., ocean, waves, spring, danger)	Record	



La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness about the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have a better understanding about visual perception.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Class discussion is initiated on the term "visual perception." 1. This is not an eyesight problem. 2. The visual image between the eye and brain is distorted, lost, unorganized or misinterpreted. 3. An individual with visual perception problems may be frustrated and/or confused when given written material.	Lasker, J. He's My Brother. Whitman and Co., 1974. Byars, B. The Summer of the Swans. Scholastic Books, 1970.	
B. Teacher involves students in development of visual perception. 1. Students are shown a modern art picture or sculpture and are asked what each of them visually perceives. 2. Students go outside and look at the clouds. They are asked what each of them visually perceives.	Kit - "What If You Couldn't...? Learning Disabilities Modern art picture or sculpture	

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GOAL

To increase student awareness of auditory memory difficulties of the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to understand the concept of auditory memory.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Discuss the term "auditory memory." 1. Ability to retain and recall auditory information. B. Give students a series of numbers to remember - too many for success. Have students listen to all the numbers before writing the numbers down. 1. Listen: "2, 59, 78, 65, 101, 3, 42. Now write the numbers down." C. Talk about what happened and how frustrated students became. 1. How did this feel? 2. What could be changed so each student could do the task? D. Play some games to develop auditory memory. 1. Play the game: "I went to camp and took a pair of shoes, and . . ." Each child in the small group repeats the whole sentence and adds one object.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
2. Have students follow a sequence of verbal directions. Example: a. "Hop to the door, turn out the light, turn around twice and skip to your seat." 3. One student taps with pointer on floor, chair and board while others have eyes closed. Then someone has to tell how many times he tapped and on what surface and in what sequence.		

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GOAL

To increase student awareness of visual memory difficulties of the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to understand the concept of visual memory.

NOTES

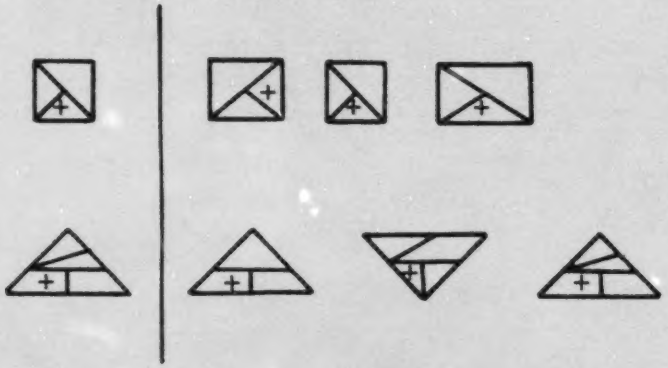
ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads a class discussion about visual memory. 1. The ability to recall accurately prior visual experiences. B. Teacher involves students in visual memory activities. 1. For one minute have a person rush into the classroom wearing unusual clothing. Ask students to write down what they remember about the person. Class compares their visual memory. The person returns to the class and students check their list. 2. Show students a picture. Do not discuss what is in the scene. Students should look at the picture for one to two minutes. Remove the picture and continue with a class discussion. Several minutes later (15 to 20), ask the students to write all that they can remember from the picture.	Picture	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
3. Show students a configuration. Cover it up and then ask students to select the same configuration out of a choice of three to five. 	A set of configurations	
C. Discuss with students how difficult it would be having a visual memory problem if learning: 1. spelling 2. reading 3. mathematics		

La Mesa-Spring Valley School District
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GOAL

To increase student understanding of auditory sequencing.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the term auditory sequencing.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher will explain that auditory sequencing means that the information received must be recalled and acted upon in the order given. This is the type of memory involved in the repetition of words, digits or sentences. 1. A student with an auditory sequential disorder may have problems: a. Remembering a phone number, address or birthdate. b. Retelling a story in sequential order. c. Repeating numbers. d. Speaking in meaningful sentences. e. Repeating tongue twisters.	Simon Electronic Game	Brubakar, S. Workbook for Aphasia. Wayne State University Press. Anderson. Thinking Games. Pitman Learning Inc.	
B. The teacher distributes a piece of lined paper and asks the student to write the following letters in the exact sequence that he/she says them: 1. L M N A 2. C D E F H 3. B C D O	Lined paper		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES (continued)			NOTES
ACTIVITY PROCEDURE	MATERIALS	RESOURCES	
4. H U V W X 5. X Y O X B D C C. The teacher distributes a piece of lined paper and asks the student to write the following numbers in the exact sequence that she says them: 1. 5 6 1 2. 2 4 6 10 8 3. 1 2 4 5 8 10 4. 10 11 1 2 11 12 5. 11 12 2 3 9 7 5 3 D. The teacher says, "I am going to say some words which are mixed up. If you listen carefully, you can unscramble them and make a good sentence. Raise your hand if you can unscramble the sentence. 1. shirt new has Bill a 2. fast car his goes	Lined paper		

(continued)

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GOAL

(continued)

PERFORMANCE OBJECTIVES (continued)	NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
3. bicycle is the red white and		
4. Smith his is Mrs. teacher		
5. sharpened he pencil his		
E. The teacher will give a set of directions. The students will need to do exactly the directions indicated by the teacher.	Blank paper	
1. Make a small circle in the center of your paper.		
2. Write the number 3 in the center of the circle.		
3. Write your name in the upper left corner of the paper.		
4. Write the date in the lower right corner of the paper.		
5. Just below the circle, write the word "pony."		
6. Along the upper right edge of the paper, write the first five letters of the alphabet.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
7. Halfway between the circle and the botton of the page, write a sentence describing the weather.		
8. In the upper half of the page, write three words describing winter.		
9. Write the numbers from 1 to 10 backwards down the left side of the page.		
10. Fold the entire page in half the long way.		

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GOAL

To increase student understanding of visual sequencing.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the term visual sequencing.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher will explain that visual sequencing is the ability to duplicate a series of objects or symbols in correct order from prior visual information. This skill is used in reading, spelling and math functions as well as in daily tasks such as reading and remembering a phone number. 1. A student with a visual sequencing disorder may have a problem: a. Seeing letters or numbers and then writing them down. b. Reading a story and then putting the events of the story in proper order. c. Copying from the chalkboard. *See prepared worksheets pp 80 - 86.* B. Team students into pairs. Have each student write a sequence of four to five letters, numbers or shapes: Δ C O + Δ C O + Δ C O 4 3 9 8 4 3 9 8 4 3 9 8 B 1 5 C B 1 5 C B 1 5 C (continued)	Simon Electronic Game	Miller, S. Thinkerthings. Addison-Wesley Publishing Co. Anderson. Thinking Games, 1 and 2. Pitman Learning Inc. Brubaker, S. Workbook for Aphasia. Wayne State University Press.	

La Mesa-Spring Valley School District
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GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
Students exchange papers and are timed to see who can copy the particular sequence the most times within thirty (30) seconds.		

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NAME _____

ORDERING OF EVENTS

DATE _____

DIRECTIONS: The following sentences tell a short story, but they have been put into the wrong order. Number the sentences 1 - 6 so that what happens first is number 1, what happens last is number 6, and all of the sentences are in the right order.

EXAMPLE:

__5__ Pick the book up off the shelf.
__2__ Ask the librarian where the science books are.
__6__ Open the book.
__3__ Walk to the science section.
__1__ Walk into the library.
__4__ Look for the book that you want.

---

1. _____ Tie a single knot.
_____ Loosen the shoe laces and pull the tongue up.
_____ Put one finger on the knot and make a loop around another finger.
_____ Put the shoe on your foot
_____ Hold a lace in each hand and pull tightly.

2. _____ Pour the filling into the pie.
_____ Set the timer on the oven
_____ Roll out the pie crust and form it in the plate.
_____ Put the pie into the hot oven
_____ Get out all the ingrediennts to be used.
_____ Prepare the pie filling.

La Mesa-Spring Valley School District
Special Programs Department

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NAME_____

DATE_____

NUMERICAL SEQUENCING

DIRECTIONS: Rearrange the following numbers in order, from the LARGEST to SMALLEST and write them on the lines.

EXAMPLE:		
	17	21
	21	17
	14	14
	2	12
	6	6
	12	2

---

a.		b.		c.		d.	
	36		183		2,569		55,263
	10		146		3,547		497
	75		122		9,952		5,654
	32		154		2,461		74,128
	54		187		6,455		548
	68		169		9,406		59,326
					6,045		9,458
					5,297		72

La Mesa-Spring Valley School District
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NAME _____

DATE _____

SENSIBLE SENTENCES

Change the words so they make a sentence.

1. Clearly chewing one helps on pencils think.

_____

2. Over of be rainbow colors seen could the clouds various.

_____

3. Butterflies buds by buzz and beautiful busily bumblebees.

_____

Write a sentence of your own. _____

_____

Now, scramble the words in it and write it again. _____

_____

See who can figure out the scrambled sentence.

La Mesa-Spring Valley School District
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NAME _____

DATE _____

SENSIBLE SENTENCES

Change the words so they make a sentence.

1. Clearly chewing one helps on pencils think.

Chewing on pencils helps one think clearly.

2. Over of be rainbow colors seen could the clouds various.

Over the rainbow could be seen clouds of various colors.

3. Butterflies buds by buzz and beautiful busily bumblebees.

Bumblebees buzz busily by beautiful buds and butterflies.

Write a sentence of your own. _____

_____

Now, scramble the words in it and write it again. _____

_____

See who can figure out the scrambled sentence.

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DATE _____

CUT-UP ARTICLE

This article has been cut up and put out of order.

Can you cut out the paragraphs and put them back in order?

The return trip was complete joy. He felt like a bird—like he belonged to the sky. The wire felt as though it were strung from cloud to cloud.

He stepped carefully, putting one foot in front of another slowly, precisely. The tiptoe touched first, then the sole of the foot slid along the wire. Finally the heel absorbed the full weight of his body.

He thought about his walk. He had been gripped by fear, and he fought it. Finally he had laughed at fear, laying down on the wire with his nose in the clouds. He knew the beauty that had surrounded him on that walk would always be with him.

Approaching the other tower, he could see the policemen waiting for him. They tried to talk to him, but he lay the balancing pole down on the wire, whirled around and picked it up again.

Breathless with fear he grasped his balancing pole. He set one foot on the wire. The streets below looked like tiny straight rivers at the bottom of a canyon.

He decided to end the walk with a bang. He ran along the wire toward the tower and leaped to the roof. The policemen began clapping and cheering. Two of them grabbed Philippe, but the sergeant said, "Take it easy. This man is an artist."

Cut an interesting article out of the newspaper and cut the paragraphs apart. Tape them to cards so that each paragraph is on a different card.

Then see if somebody can put them in the right order.

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CUT-UP ARTICLE

This article has been cut up and put out of order.

Can you cut out the paragraphs and put them back in order?

2.

He stepped carefully, putting one foot in front of another slowly, precisely. The tiptoe touched first, then the sole of the foot slid along the wire. Finally the heel absorbed the full weight of his body.

6.

He thought about his walk. He had been gripped by fear, and he fought it. Finally he had laughed at fear, laying down on the wire with his nose in the clouds. He knew the beauty that had surrounded him on that walk would always be with him..

4.

The return trip was complete joy. He felt like a bird—like he belonged to the sky. The wire felt as though it were strung from cloud to cloud.

5.

He decided to end the walk with a bang. He ran along the wire toward the tower and leaped to the roof. The policemen began clapping and cheering. Two of them grabbed Philippe, but the sergeant said, "Take it easy. This man is an artist."

3.

Approaching the other tower, he could see the policemen waiting for him. They tried to talk to him, but he lay the balancing pole down on the wire, whirled around and picked it up again.

1.

Breathless with fear he grasped his balancing pole. He set one foot on the wire. The streets below looked like tiny straight rivers at the bottom of a canyon.

Cut an interesting article out of the newspaper and cut the paragraphs apart. Tape them to cards so that each paragraph is on a different card.

Then see if somebody can put them in the right order.

ANSWERS: 1. Breathless with fear... 2. He stepped carefully... 3. Approaching the other tower... 4. The return trip... 5. He decided to end the walk... 6. He thought about...

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NAME _____

DATE _____

SEQUENCING CARTOONS

Cut these cartoons out and put them in order so they tell a story.

Cut a cartoon series out of a newspaper and give it to somebody else so he or she can try to put it in order.

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GOAL

To increase student understanding of auditory figure-ground.

PERFORMANCE OBJECTIVES

Upon completion of activity, students will understand the term auditory figure-ground.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher will explain that auditory figure-ground is the ability to focus or attend to auditory information while distracting auditory information occurs. 1. A student with an auditory figure-ground disorder may have problems: a. Working in a noisy classroom. b. Listening to the teacher. c. Following oral directions. B. In order to demonstrate auditory figure-ground, the teacher could give directions or ask questions of the class while a record player is going. 1. Directions: a. Everyone quietly stand up. b. Pat your head three times. c. Point to the American flag d. Touch your nose with your right hand. e. Hop on your left foot. 2. Directions: a. Name some things fastened to the wall.			

177 (continued)

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
b. Name some things not fastened to the wall. c. Name some things you cannot see unless you look up. d. Name some things you cannot see unless you look down. e. Name some things that can only be done where it is cold.		
C. The teacher blindfolds a student, then rings a bell (or makes a certain sound) in one corner of the classroom. The student attempts to walk (or crawl) toward the sound while all the other students are trying to distract by saying "over here" or "not there" or "back up," etc.	Blindfold Bell	
D. Distribute lined paper and continue having the record player going. The teacher gives the following directions orally. Be sure to write the word "hamburger" so the children spell it correctly.	Record player Lined paper	
1. Print the word *hamburger* on your paper.		
2. Switch the places of the *a* and the *e* in the word. Now rewrite the word.		
3. Switch the places of the *h* and the *m*. Now rewrite the word.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
4. Cross out the *b*, then replace the *u* with a *t*. Now rewrite the word. 5. Replace the first *r* with an *l*, and the second *r* with an *f*. Rewrite the word. 6. Change the sixth letter to an *o*. Now rewrite the word. 7. Change the *h* to the same letter as the second to the last letter. Rewrite the word. 8. The word should now be the name of a food made from hamburger. Write it on your paper. 9. Answer for the teacher: *Meatloaf*.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of visual figure-ground.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the term visual figure-ground.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will explain that visual figure-ground is the ability to separate the important details from the foreground and background. 1. A student with a visual figure-ground disorder may have problems: a. Skipping lines when reading or working in a workbook. b. Keeping the right place on a crowded page. c. Working math problems on a crowded page. d. Concentrating on a learning task because other movements may draw attention away. *See prepared worksheets pp 91 - 112.*		Miller, S. Thinkerthings. Addison-Wesley Publishing Co. Brubaker, S. Workbook for Aphasia. Wayne State University Press.

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La Mesa-Spring Valley School District
Special Programs Department

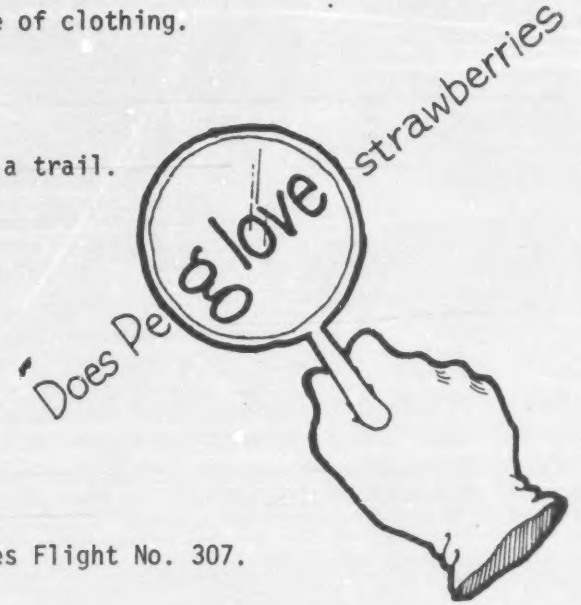
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

HIDDEN CLOTHING

In each sentence below is hidden the name of some simple piece of clothing.
Circle each name.



1. Is Ruth at the ball game?
2. The early California padres sent scouts ahead to look for a trail.
3. Does Peg love strawberries and cream?
4. The label tells what is in the can.
5. Jan mows as Tess hoes.
6. Stop ant swallowing -- it's not good for you.
7. What I eat is my own business.
8. We had cocoa to warm us up.
9. On the boat, sometimes we ate raw fish.
10. Over all Switzerland, snow fell.
11. Today nine dangerous men tried to hijack Ethiopian Airlines Flight No. 307.
12. The Inca Prince sent his messages by runner.

Make up a couple of your own. Name two pieces of clothing.

_____ _____

Now write two sentences, hiding each piece of clothing somewhere in a sentence. Then give it to somebody.

_____ _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

HIDDEN CLOTHING

In each sentence below is hidden the name of some simple piece of clothing.
Circle each name.

1. Is Ruth at the ball game?
2. The early California padres sent scouts ahead to look for a trail.
3. Does Peg love strawberries and cream?
4. The label tells what is in the can.
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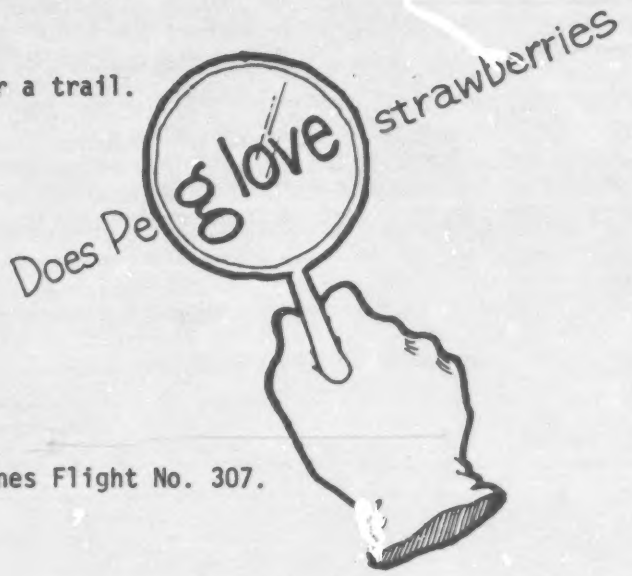

Make up a couple of your own. Name two pieces of clothing.

_____ _____

Now write two sentences, hiding each piece of clothing somewhere in a sentence. Then give it to somebody.

_____

_____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WORD SEARCH

CROSS OUT THESE WORDS AS YOU FIND THEM:

P	E	N	C	I	L	P	P	Q	S	R
X	R	K	S	E	D	Q	A	W	S	T
M	A	T	H	E	R	M	L	P	S	E
S	S	F	B	O	O	K	L	L	E	B
W	E	Q	C	S	D	U	F	W	C	R
X	R	K	L	A	H	C	O	O	E	G
X	F	R	B	E	T	C	V	N	R	U
D	N	U	O	R	G	Y	A	L	P	M
Y	M	L	P	P	U	B	X	H	T	O
A	S	Z	D	R	I	L	H	S	F	N
R	S	C	I	E	N	C	E	E	Y	X
Q	T	K	F	J	M	P	T	R	Z	G

Pencil
Math
Science
Desk
Eraser
Paper
Chalk
Bell
Recess
Playground
Book
Ruler

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WORD SEARCH

CROSS OUT THESE WORDS AS YOU FIND THEM:

P E N C I L P P Q S R
X R K S E D Q A W S T
M A T H E R M L P S E
S S F B O O K L L E B
W E Q C S D U F W C R
X R K L A H C O O E G
X F R B E T C V N R U
D N U O R G Y A L P M
Y M L P P U B X H T O
A S Z D R I L H S F N
R S C I E N C E E Y X
Q T K F J M P T R Z G

Pencil
Math
Science
Desk
Eraser
Paper
Chalk
Bell
Recess
Playground
Book
Ruler

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

VISUAL FIGURE-GROUNDS

DATE _____

Read each question carefully and see if you can find the correct numbers.

1. 2 5 3 4 5 6 7 6 9 0 3 5 2 4 4 6 7 6 9 9 2 0 1 3 4

How many 7's are surrounded by 6's? _____

How many 3's are followed by 4's? _____

How many 4's have a number lower than 5 before them? _____

How many numbers are less than 5? _____

How many 6's are there? _____

---

2. 4 6 3 3 2 3 9 4 3 5 7 7 8 3 8 8 2 8 4 9 0 3 5 4 6

How many 3's and 8's are there altogether? _____

How many numbers are followed by 3's? _____

How many 8's are followed by numbers less than 8? _____

How many 8's are there? _____

Which number (0 - 9) is not listed above? _____

---

3. 2 1 0 9 8 6 7 2 3 9 0 3 4 5 6 3 2 8 7 6 2 6 3 2

How many 6, 7, and 8's are there altogether? _____

Circle the numbers that are followed by a lower number. _____

How many numbers are below 6? _____

If you divide the row of numbers in half, does the left side or the right side have more numbers above 6? _____

Which side has more numbers below 5? _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

VISUAL FIGURE-GROUNDS

Read each question carefully and see if you can find the correct numbers.

1. 2 5 3 4 5 6 7 6 9 0 3 5 2 4 4 6 7 6 9 9 2 0 1 3 4

How many 7's are surrounded by 6's? *2*

How many 3's are followed by 4's? *2*

How many 4's have a number lower than 5 before them? *4*

How many numbers are less than 5? *13*

How many 6's are there? *4*

---

2. 4 6 3 3 2 3 9 4 3 5 7 7 8 3 8 8 2 8 4 9 0 3 5 4 6

How many 3's and 8's are there altogether? *10*

How many numbers are followed by 3's? *6*

How many 8's are followed by numbers less than 8? *3*

How many 8's are there? *4*

Which number (0 - 9) is not listed above? *1*

---

3. 2 1 0 9 8 6 7 2 3 9 0 3 4 5 6 3 2 8 7 6 2 6 3 2

How many 6, 7, and 8's are there altogether? *8*

Circle the numbers that are followed by a lower number. *13*

How many numbers are below 6? *14*

If you divide the row of numbers in half, does the left side or the right side have more numbers above 6? *Left*

Which side has more numbers below 5? *Left*

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

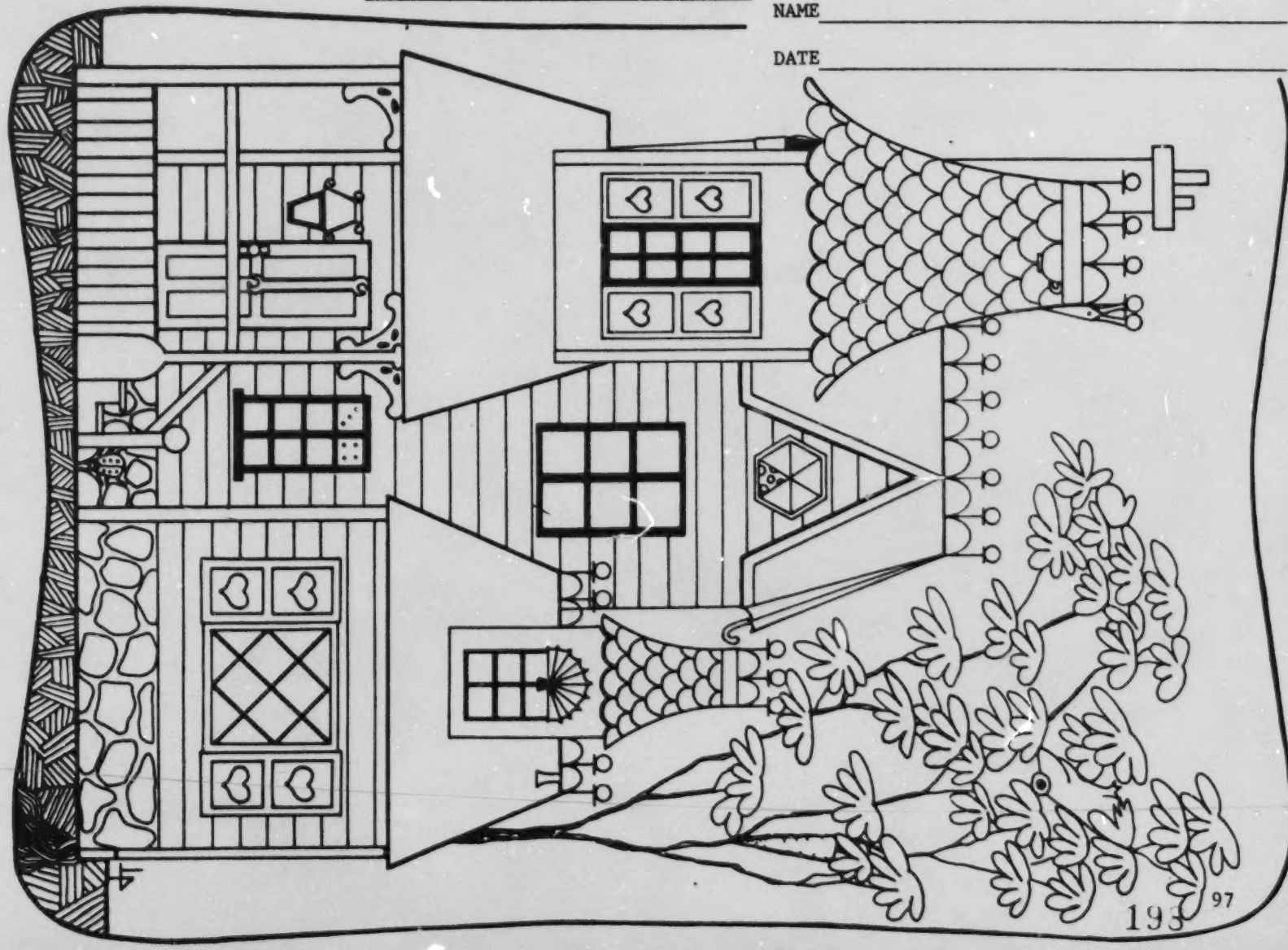
NAME _____

DATE _____

HIDDEN IN THE HOUSE

See if you can find hidden in the picture:

- Frog
- Mushroom
- Cup
- Umbrella
- Fan
- Piece of Cheese
- Ladybug
- Domino
- Mitten
- Carrot
- Paintbrush
- Oar
- Mop
- Wrench
- Scissors



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

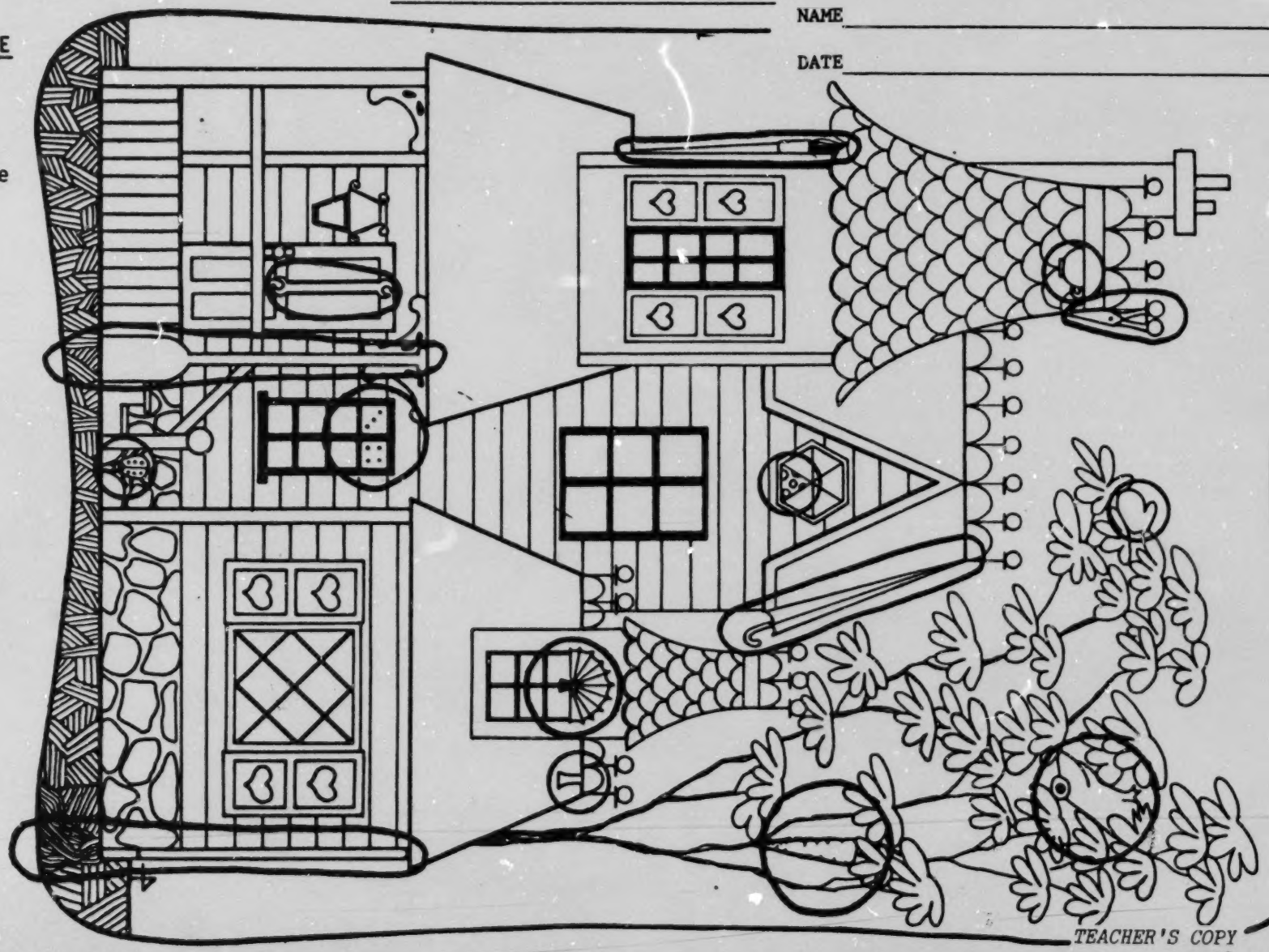
NAME _____

DATE _____

HIDDEN IN THE HOUSE

See if you can find hidden in the picture:

- Frog
- Mushroom
- Cup
- Umbrella
- Fan
- Piece of Cheese
- Ladybug
- Domino
- Mitten
- Carrot
- Paintbrush
- Oar
- Mop
- Wrench
- Scissors



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TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

Read this sentence out loud.

How many "F's" can you find in this sentence? _____

Finished files are the result of years of scientific study combined with the experience of many years.

201

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

Read this sentence out loud.

How many "F's" can you find in this sentence? 6

Finished files are the result of years of scientific study combined with the experience of many years.

TEACHER'S COPY

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La Mesa-Spring Valley School District
Special Programs Department

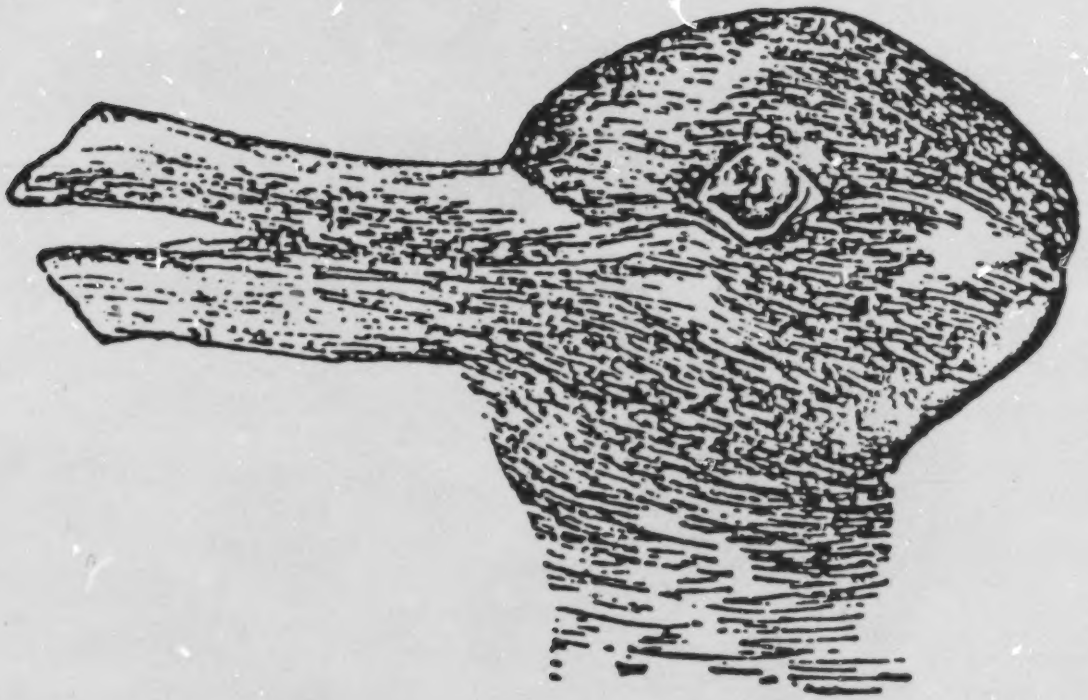
NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. _____ 2. _____



La Mesa-Spring Valley School District
Special Programs Department

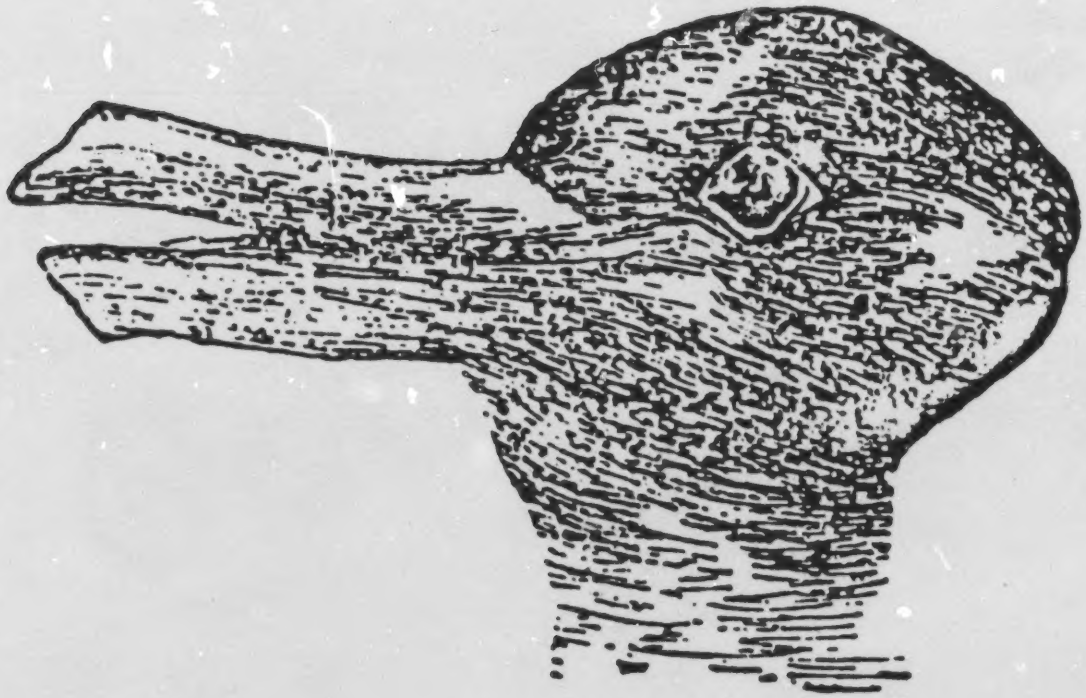
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. *A duck looking to the left.* 2. *A rabbit looking to the right.*



La Mesa-Spring Valley School District
Special Programs Department

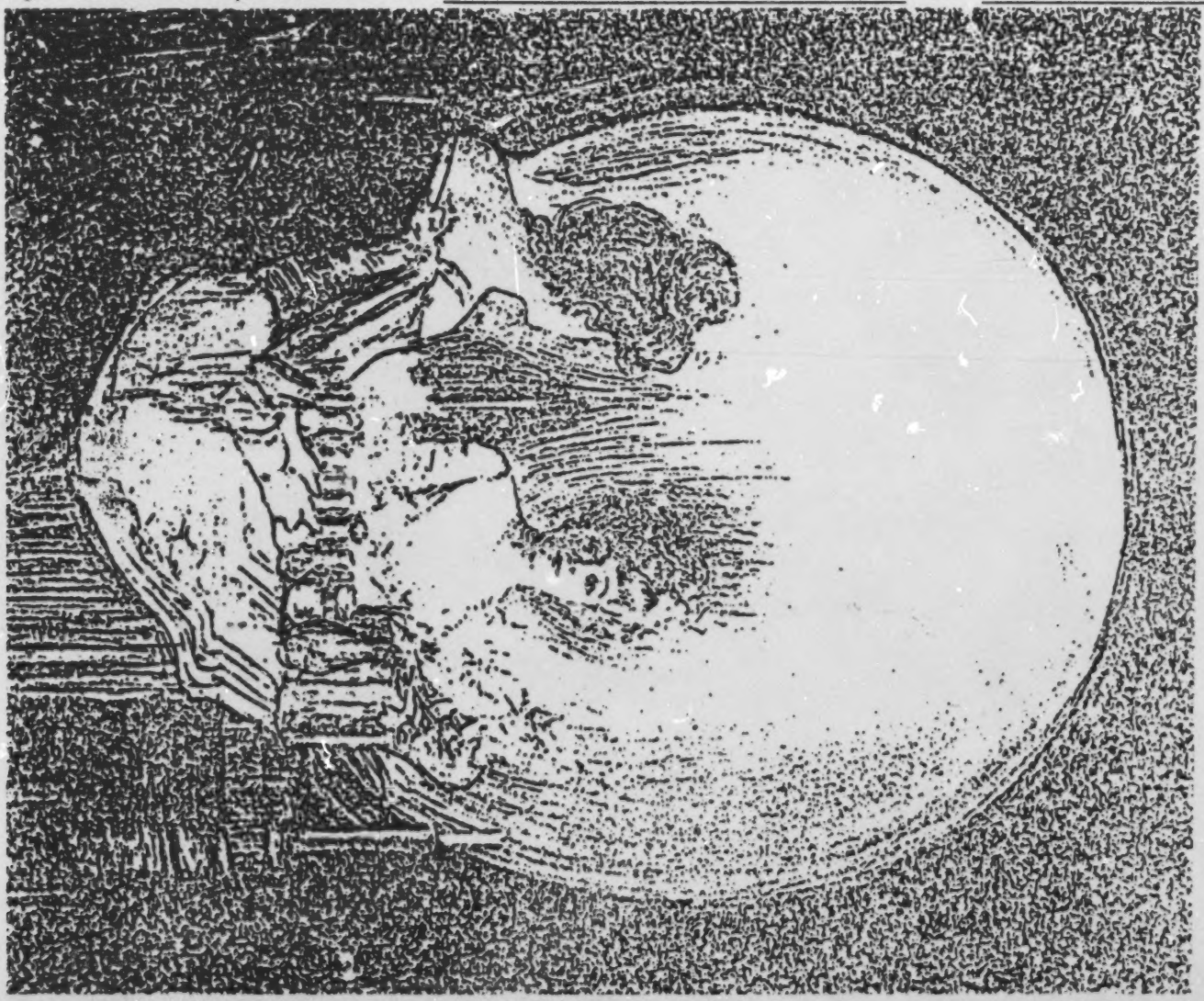
NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. _____ 2. _____



La Mesa-Spring Valley School District
Special Programs Department

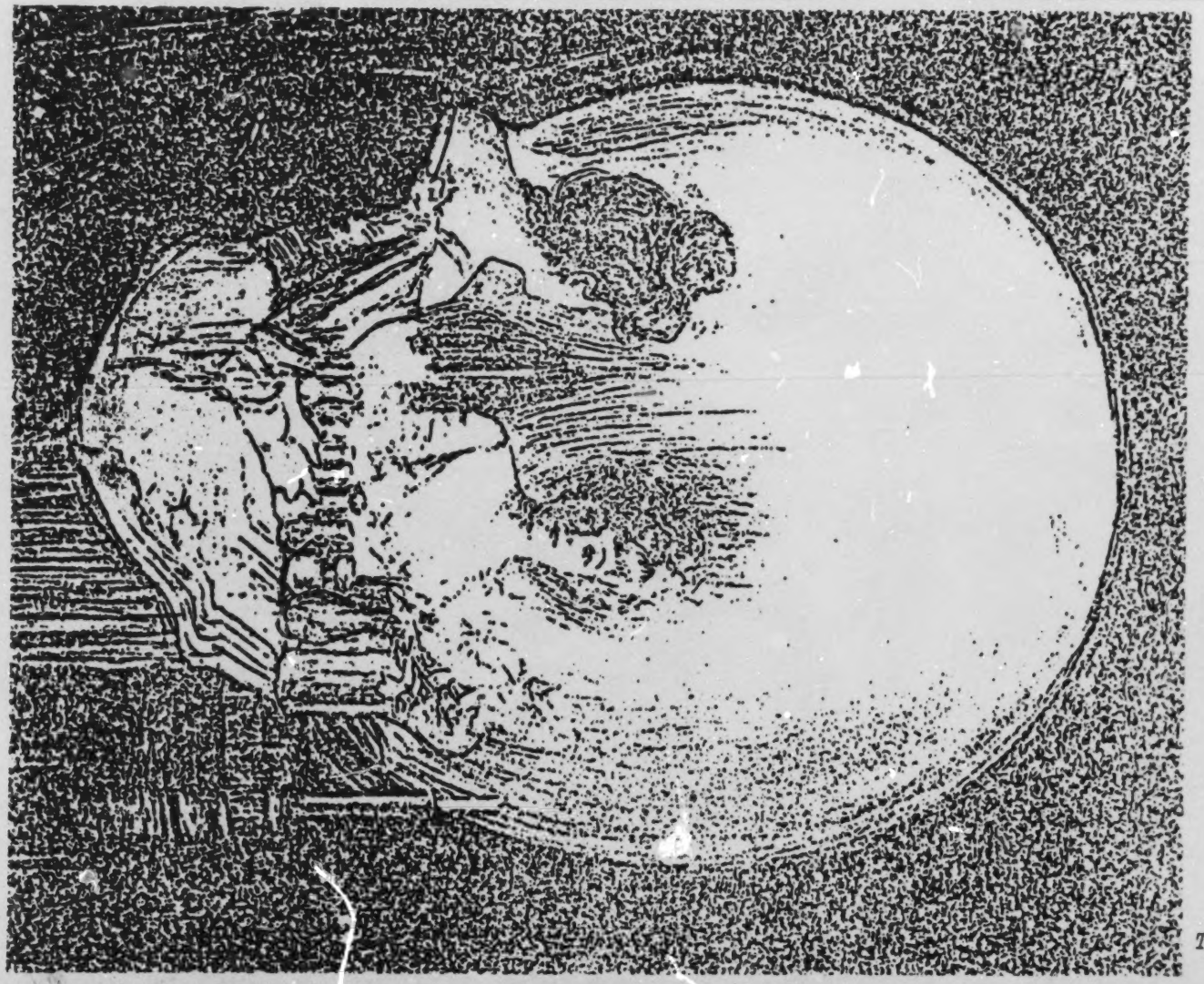
NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. *A lady and her image in a mirror.* 2. *Skeleton head*



TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

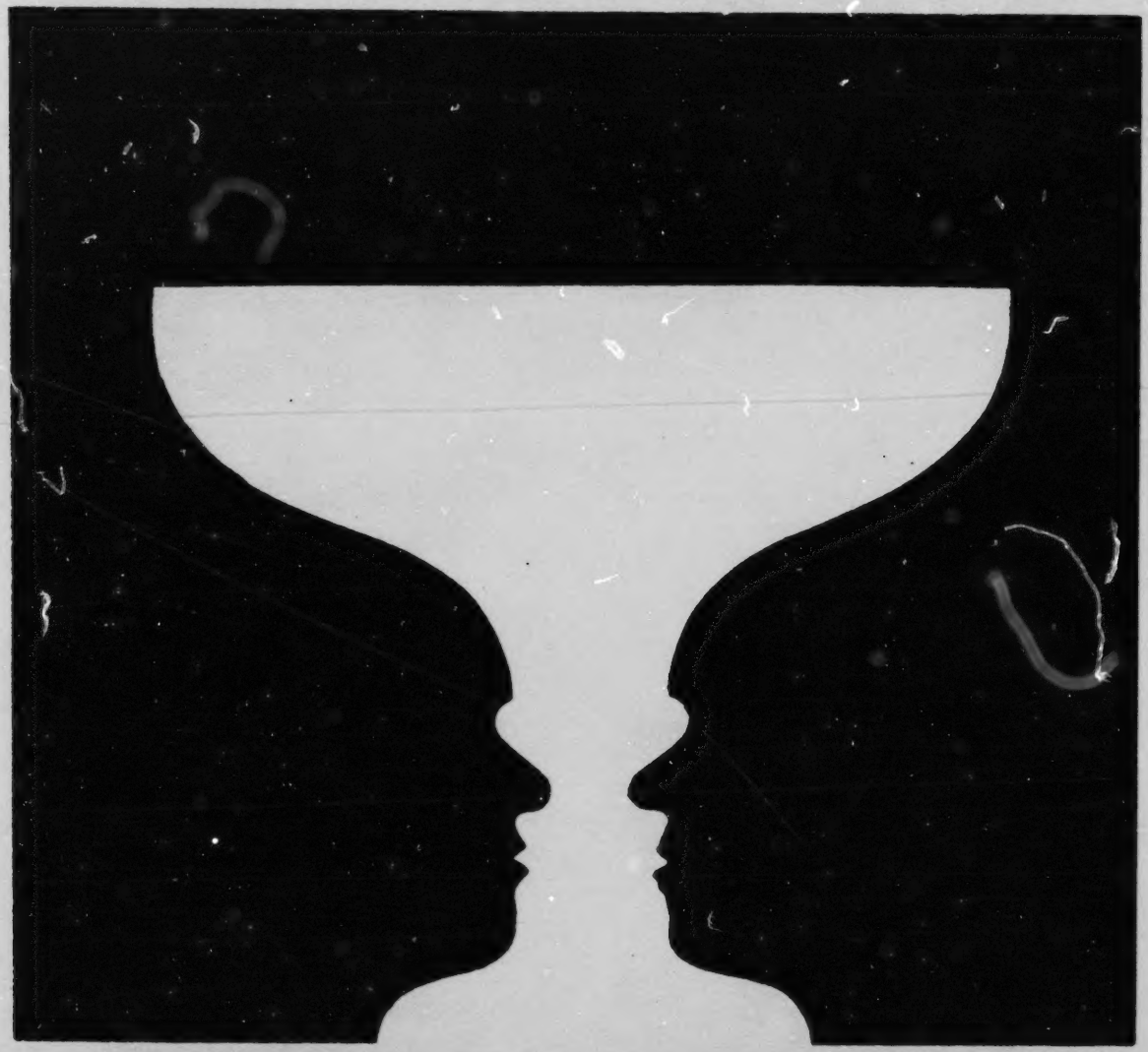
NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. _____ 2. _____



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La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. *A champagne glass* 2. *Two faces looking at each other*

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What word do you see in this picture? _____

La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What word do you see in this picture? *The word "FLY"*

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. _____ 2. _____

La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture? 1. *A young woman looking left and back.* 2. *An old woman looking left and down.*

FIGURE-GROUND VISUAL PERCEPTION

What do you see in this picture?

1. _____

2. _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

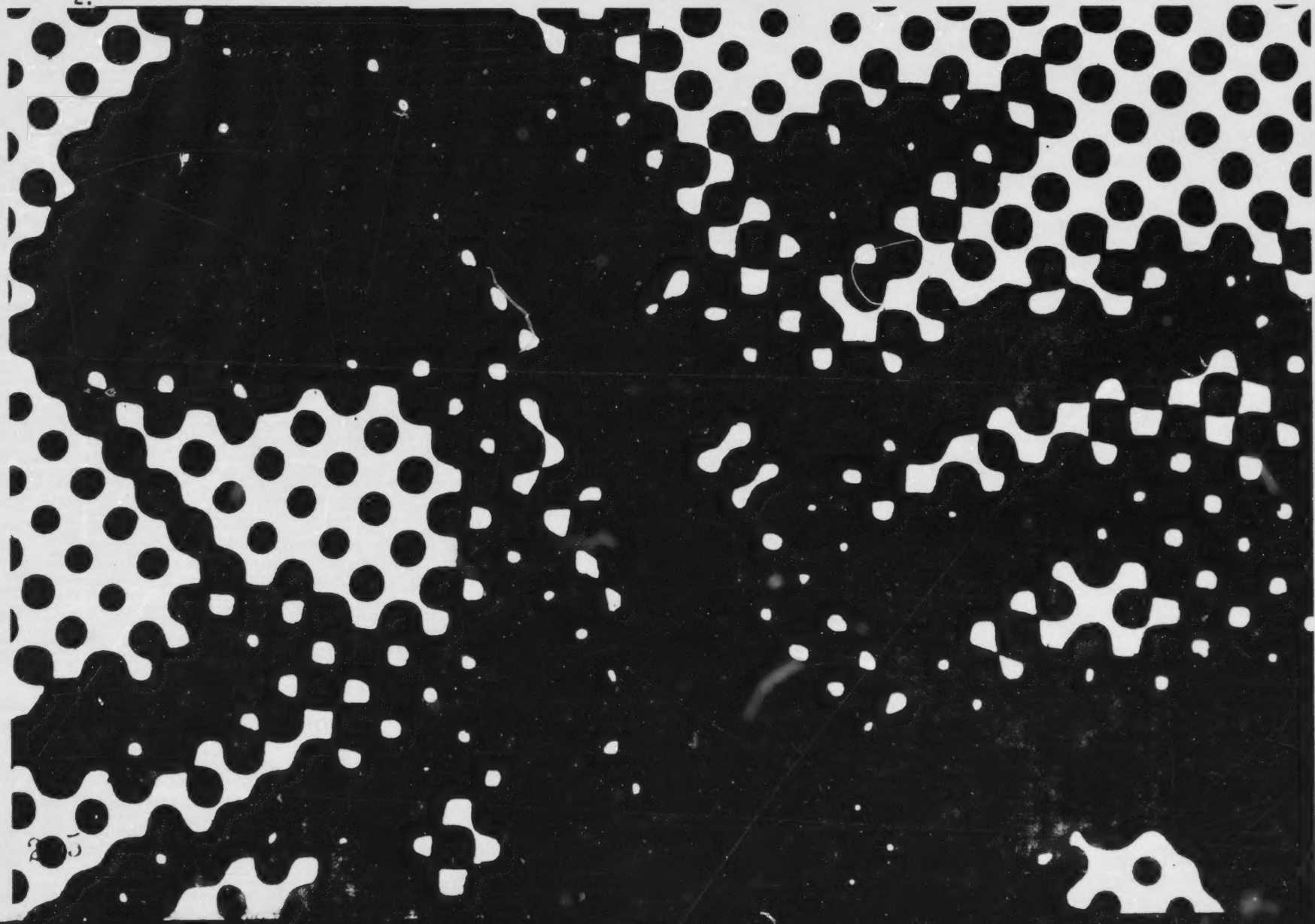


FIGURE-GROUND VISUAL PERCEPTION

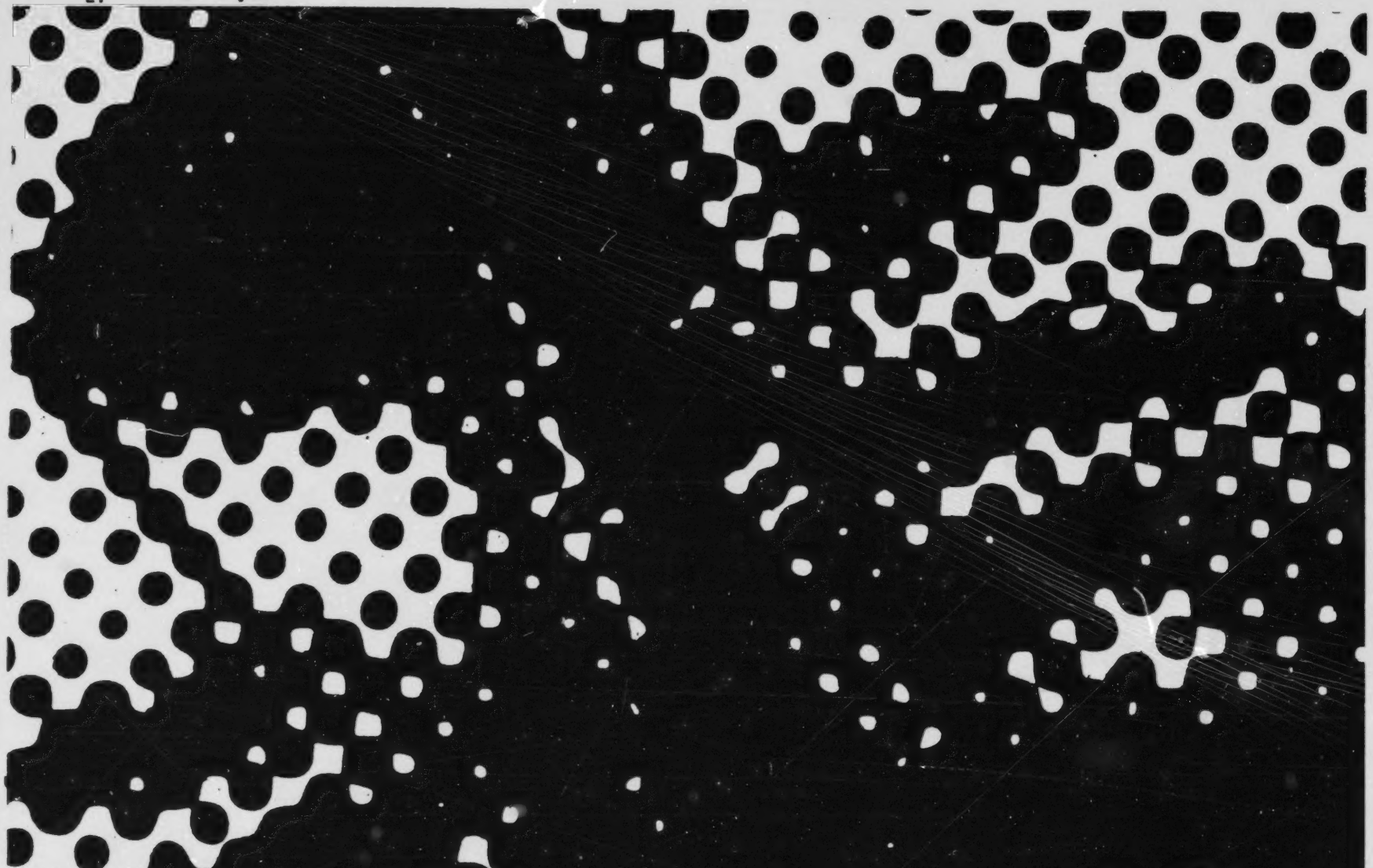
What do you see in this picture?

1. *A lady's face*
2. *A man's face*

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the terms laterality and directionality.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will explain the difference between laterality and directionality. 1. Laterality - an awareness of left and right within one's own body. This develops earlier than directionality. a. The teacher can demonstrate laterality by having the children raise their right hand, touch their nose with their left hand, stand on their right foot, etc. 2. Directionality - an awareness of left, right, front, back, up, down, etc. in the world around you. b. The teacher can demonstrate directionality by having the children stand in front of their desks, take two steps to the right, point to the east, etc. B. The teacher will explain problems the student with a laterality-directionality problem may have. 1. Doesn't know right, left, up, down, before, behind, etc.	Twister Game Bradshaw Simon Says Hokey Pokey Record Parachute MP - The Parachute	Capon, J. Basic Movement Activities. Fearon-Pitman Publishers Inc.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
2. Can't give directions or gives unclear directions.		
3. Can't identify sides of body as left or right.		
4. Seems to be lost in space.		
5. Poor handwriting for grade level.		
6. Reversals of letters, numbers or words.		
C. The teacher will give verbal directions for students to follow, incorporating laterality and directionality.		
1. Bend your knees and crouch low.		
2. Jump forward. Swing your arms forward and up as you jump.		
3. Jump backwards.		
4. Jump both to your left and to your right.		
5. Hop up and down in the same place on one foot.		
6. Crouch low and still hop.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

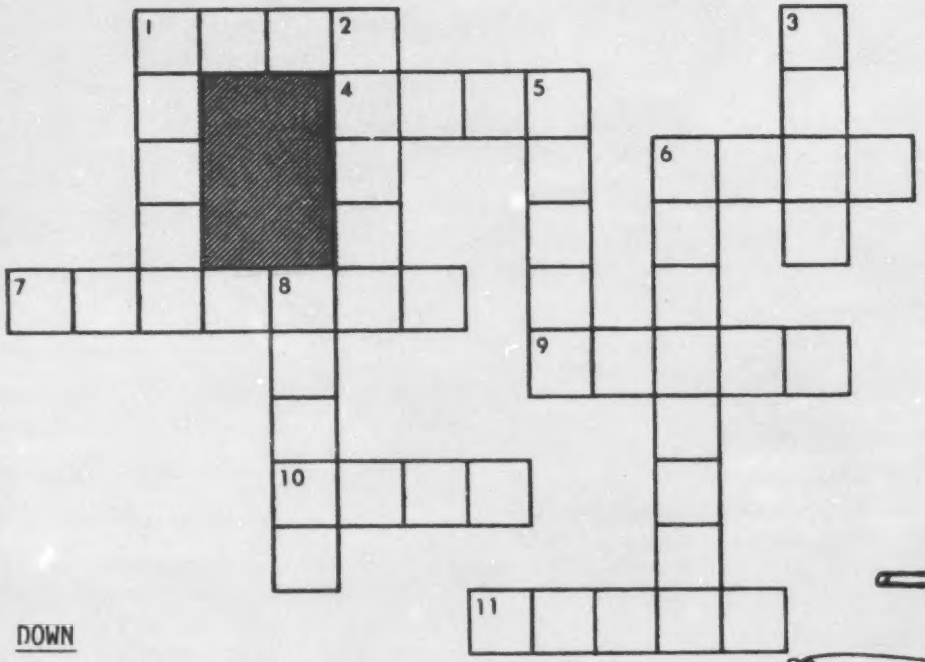
ACTIVITY PROCEDURE	MATERIALS	RESOURCES
7. Run quickly in any direction and "freeze" on my signal. 8. Crouch low with your knees bent and move in the direction I'm pointing. Keep going until I blow my whistle. 9. Find a way to move through space by using four body parts touching the ground. 10. Move sideways through space without touching anyone. 11. Move around so as to make a square. 12. Walk through a letter "M." *See prepared worksheets pp 116 - 119.*		

ZOO'S WHO?

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

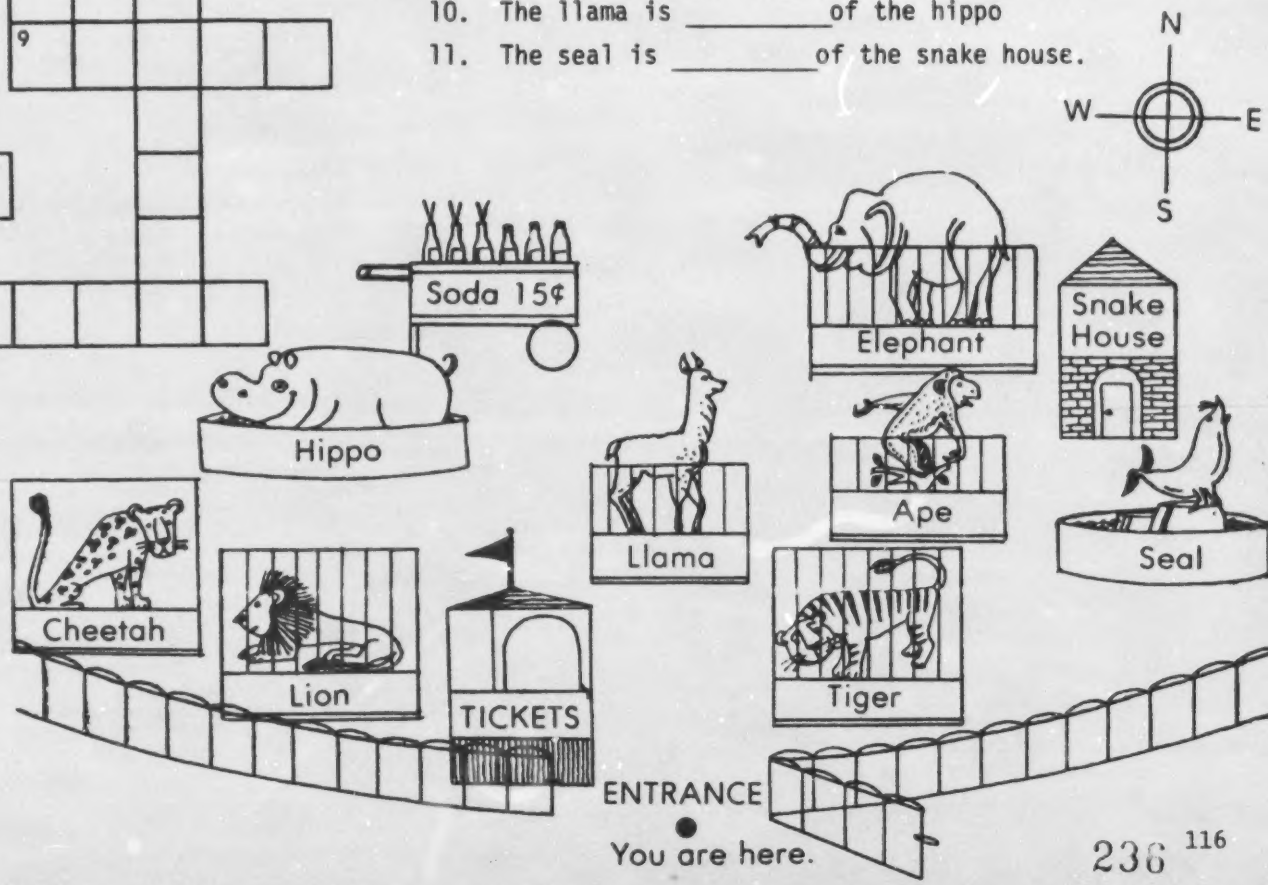


ACROSS

1. The _____ is east of the llamas.
4. The _____ cage is west of the entrance.
6. The snake house is _____ of the apes.
7. The _____ is west of the lion cage.
9. The _____ is north of the lion cage.
10. The llama is _____ of the hippo
11. The seal is _____ of the snake house.

DOWN

1. The _____ house is north of the seal.
2. The _____ is north of the entrance.
3. The apes are _____ of the snake house.
5. The hippo is _____ of the lion cage.
6. The _____ is north of the apes.
8. The _____ is east of the entrance.

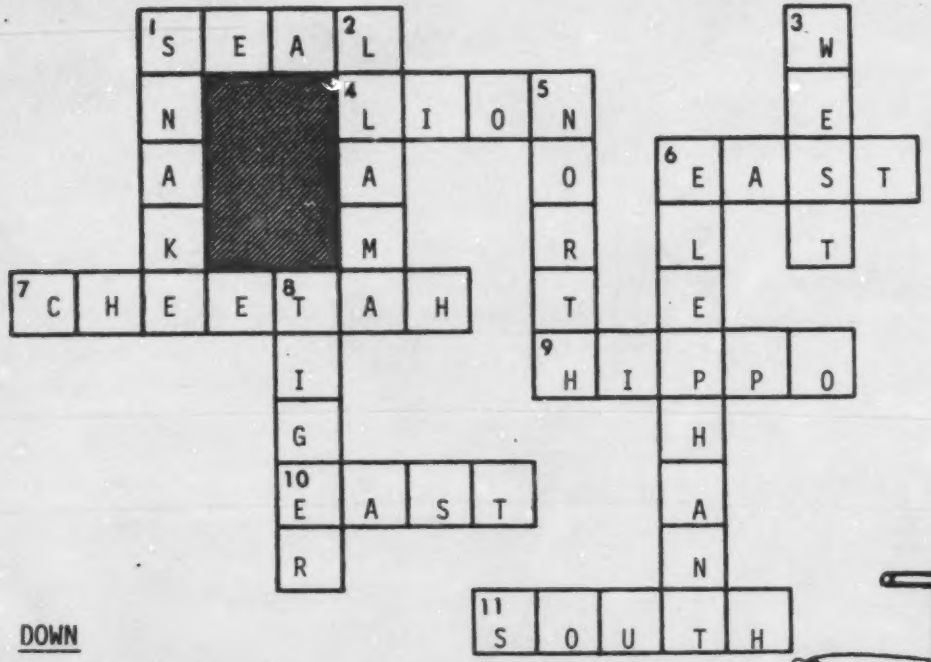


ZOO'S WHO?

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



ACROSS

1. The _____ is east of the llamas.
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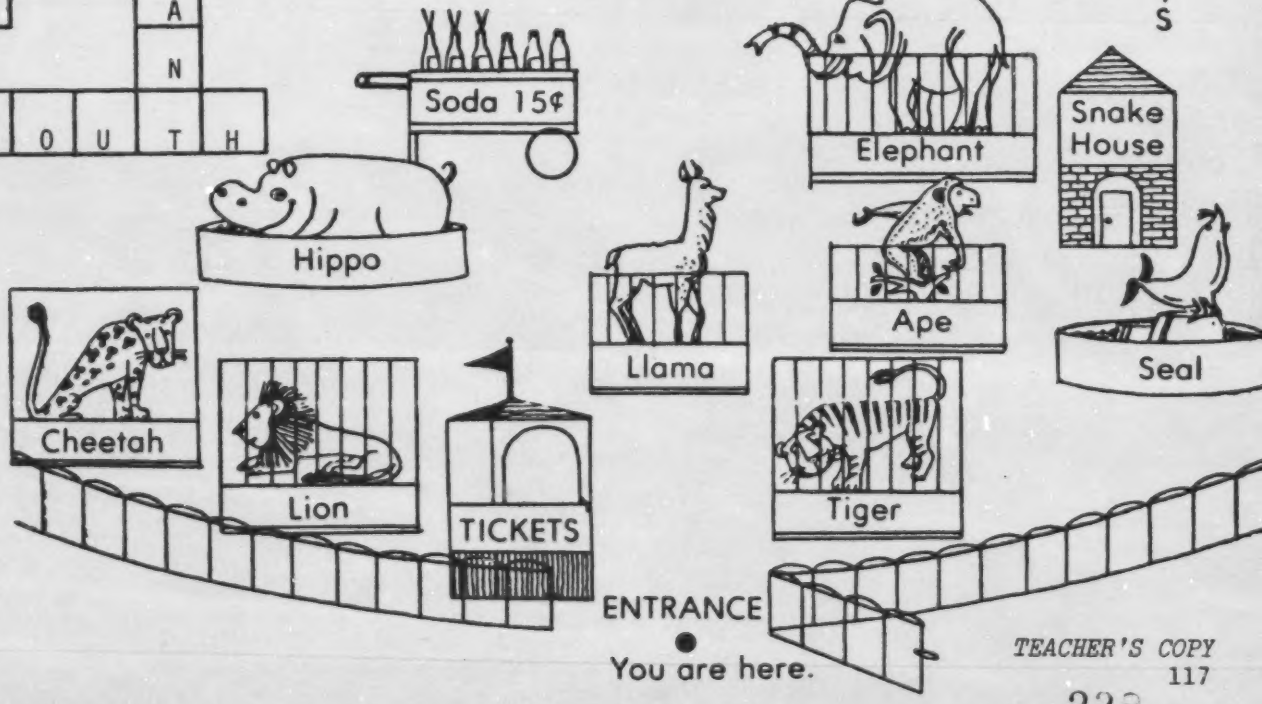
7. The _____ is west of the lion cage.
9. The _____ is north of the lion cage.
10. The llama is _____ of the hippo
11. The seal is _____ of the snake house.

DOWN

1. The _____ house is north of the seal.
2. The _____ is north of the entrance.
3. The apes are _____ of the snake house.
5. The hippo is _____ of the lion cage.
6. The _____ is north of the apes.
8. The _____ is east of the entrance.



TEACHER'S COPY

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

LATERALITY - DIRECTIONALITY

DATE _____

If you can follow the directions as listed, you will be able to fill in each blank.
The letters within the squares indicate where to start.

p	t	s	a	e	r	[w]
i	s	e	[b]	s	t	l
n	t	b	a	y	e	i
n	o	o	l	l	k	n
e	[t]	[f]	[h]	o	c	g

[b] up, left, down, down, right, down, right
_____ a home run!

[f] up, left, up, right, right, down, right
_____ touchdown!

[t] left, up, up, up, right
_____ over the net

[h] right, right, up, up, left
_____ on ice

[w] left, left, down, right, right, down, down, down
_____ on a mat

La Mesa-Spring Valley School District
Special Programs Department

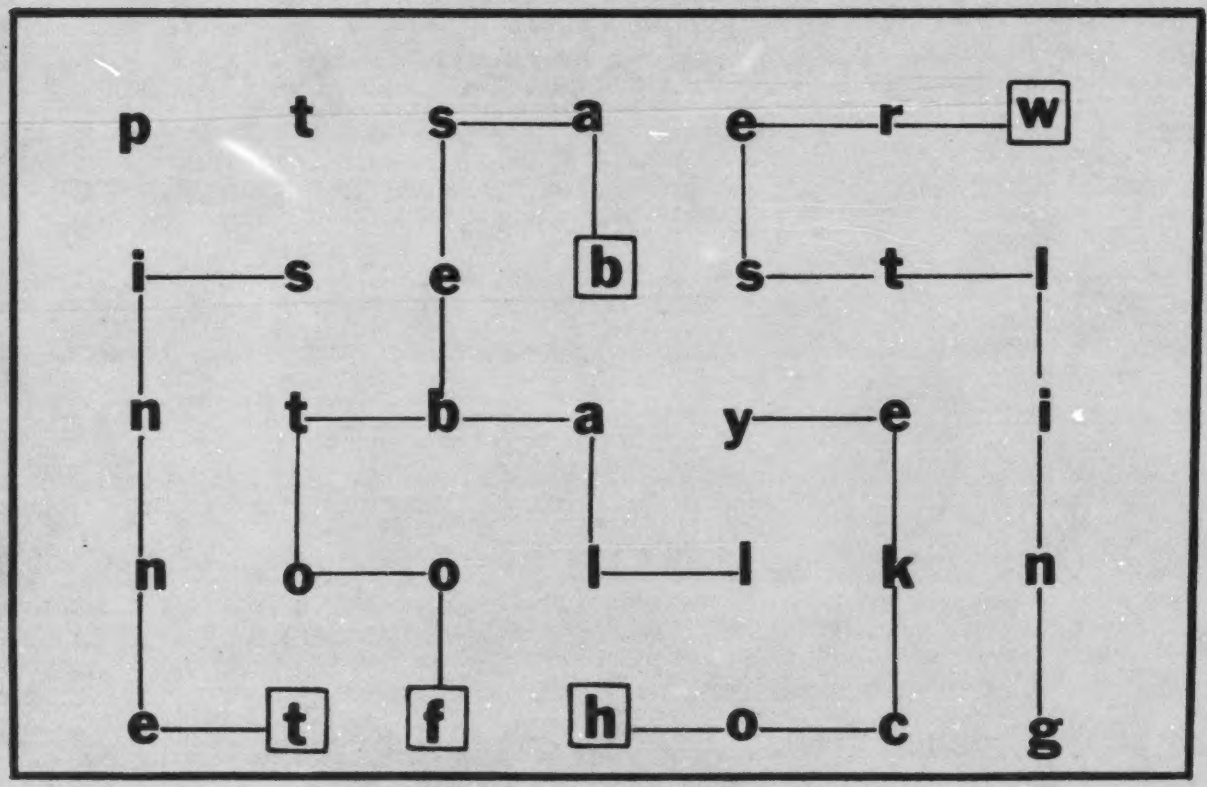
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

LATERALITY - DIRECTIONALITY

DATE _____

If you can follow the directions as listed, you will be able to fill in each blank.
The letters within the squares indicate where to start.



b up, left, down, down, right, down, right
baseball a home run!

f up, left, up, right, right, down, right
football touchdown!

t left, up, up, up, right
tennis over the net

h right, right, up, up, left
hockey on ice

w left, left, down, right, right, down, down, down
wrestling on a mat

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of writing difficulty of the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the difficulty a learning disabled individual might have expressing written thoughts.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher discusses the term agraphia. 1. The inability to express oneself through writing.	Smith, D. Kelly's Creek. Thomas Crowell Co.	
B. Students participate in an activity to simulate dysgraphic. 1. Students are told to move their right foot in a counter-clockwise direction, tap their left hand on their thigh and, at the same time, without stopping, write a spontaneous sentence.	Kit - "What If You Couldn't...?" Learning Disabilities Paper	
C. Students will be paired off in teams of two. One student will attempt to write 3 sentences while looking into a mirror. The other student holds a mirror perpendicular to a piece of writing paper and watches the student who is writing to be sure that he/she is looking at the mirror and not the paper.	Pencil Mirror	
D. Students will hold a small scrap of paper on their foreheads. They should attempt to write their names and phone numbers on the piece of paper.		

La Mesa-Spring Valley School District
Special Programs Department
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GOAL

To increase student awareness of writing difficulty of the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the difficulty a learning disabled individual might have expressing written thoughts.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. Students discuss the difficulty a learning disabled child has writing and what the causes might be. 1. Neurological breakdown 2. Circuit crossover 3. Retrieval difficulty		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the difficulty the learning disabled have in reading.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher discusses term visual discrimination. 1. The inability to make a distinction or observation between letters and words. a. May be observed in reversal of letters b/d, p/q and words saw/was.	Kit - Kids Come In Special Flavors, The Kids Come In Special Flavors Co.	Brosnahan, J. A Calendar of Home/School Activities. Goodyear Publishing Co.
B. Select a paragraph appropriate for reading level of students. Have each student read a sentence aloud. 1. Notice reversal and substitutions. 2. Discuss their feelings while reading. a. Embarrassed b. Nervous c. Frustrated	Reading paragraph for age level	
See prepared worksheet p 124		
C. Hold a mirror perpendicular to some reading material. Have the students look into the mirror and attempt to read the material.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the difficulty the learning disabled have in reading.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Have students try to read a story that has letters and words reversed. *See prepared worksheet p 128* 1. Have students discuss their frustrations. E. Reading the printed word incorporates visual discrimination skills. Learning to read is a process of discriminating, understanding and remembering a sign coded system. *See prepared worksheet p 126*		

La Mesa-Spring Valley School Dist
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SPLIT POETRY

See if you can read this poem so it makes sense.

Ro sesa rer ed
Vio lets a reb lue
Thi sis no tea sy
Fo ran yo ne
Ex cep tyo u!

SPLIT WORDS

See if you can read each sentence again so it makes sense.

1. Tur noff theT V.
2. Her eco mest hes un.
3. Smi les mil es mile.
4. Rig h ton!
5. O urs choo list he be st.
6. Ke epaw a yfr oms kun ks.
7. Spli two rds a regr eat.

La Mesa-Spring Valley School District
Special Progrmas Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SPLIT POETRY

See if you can read this poem so it makes sense.

Roses are red
Violets are blue
This is not easy
For any one
Except you!

SPLIT WORDS

See if you can read each sentence again so it makes sense.

1. Turn off the TV.
2. Here comes the sun.
3. Smile smile smile.
4. Right on.
5. Our school is the best.
6. Keep away from skunks.
7. Split words are great.

La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

Can you read this story?

See how hard it is to learn how to read.

Freddie Frances look

Freddie
Frances
look
in
my
bag
I
see
your
what
is
come
and
will

1.

2.

3.

4.

5.

6.

La Mesa-Spring Valley School District
Special Programs Department

NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

Can you read this story?

See how hard it is to learn how to read. FRANCES FREDDIE

Freddie
Frances
look
in
my
bag
I
see
your
what
is
come

and
will

1.

Frances

2.

Look Frances.
Look in my bag.

3.

I see your bag.
What is in your bag?

257

Come and see.
Come and look in my bag.

I will come. I will come and look in your bag.

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TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

Can you read this story?

"Wvo's tve little poy, Allie?"
Mrs. Weicek saip, "Tvat's Sara's protver, Cvarlie. You rememper me telling you apout vim. Ve's tve one tvat can't talk. Vasn't spoken a worp since ve was tvree years olp."
"Boesn't talk at all?"
"If ve boes, no one's ever vearp vim, not since vis illness. Ve can unperstanp wvat you say to vim, anp ve goes to scvool, anb tvey say ve can write tve apdvapet, dut ve can't talk."
Cvarlie pib not vear tvem. Ve put vis ear against vis watch anp listenep to tve sound. Tvere was sometving adout tve rvytvmic ticking tvat never failep to sootve vim. Tve watch was a magic cvarm wvose tiny noise anp movements coulp dlock out tve wvole clamoring worlp.

The Summer of the Swans by Betsy Byars, Avon Books, page 37.

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Can you read this story?

"Who's the little boy, Allie?"

Mrs. Weicek said, "That's Sara's brother, Charlie. You remember me telling you about him. He's the one that can't talk. Hasn't spoken a word since he was three years old."

"Doesn't talk at all?"

"If he does, no one's ever heard him, not since his illness. He can understand what you say to him, and he goes to school, and they say he can write the alphabet, but he can't talk."

Charlie did not hear them. He put his ear against his watch and listened to the sound. There was something about the rhythmic ticking that never failed to soothe him. The watch was a magic charm whose tiny noise and movements could block out the whole clamoring world.

The Summer of the Swans by Betsy Byars, Avon Books, page 37.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of learning disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to relate to frustrations the learning disabled child may have in reading.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will assign a task with no explanation. The students are told to do their best, but are not allowed to ask any questions. The teacher could role play a mean, insensitive instructor. *See prepared worksheets pp 131-132.* B. After students attempt an assigned task discuss with them how a learning disabled student might feel if the work was difficult for them. 1. Discuss how this frustration made the students feel. 2. Discuss how a student would feel if this happened everyday. 3. Discuss ways this student may act out frustrations. Would misbehavior result? Fighting? Tantrums? Withdrawal? 4. The teacher could discuss how to help the frustrated student. Verbalize problems? Ask for help?	Smith, D. Kelly's Creek. Thomas Corwell Co. Wartshi, M. My Brother is Special. Westminster Press. FS - Understanding Differences "I'm Slow Too"	Barnes, E. What's the Difference? Human Policy Press.

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

PART OF . . . . .

Can you figure this out?

1. Part of BOY is in BUBBLE.

2. Part of SIX is in ICE.

3. Part of COOKIE is in CARD.

4. Part of SKY is in BABY.

5. Part of CUCUMBER is in CAT.

6. Part of YELLOW is in MALT.

7. Part of EASY is in BLUE.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

BACKWARDS CODE

DATE _____

If you write words backwards, you have a good secret code. TAC becomes CAT. NUR becomes RUN.
Here are 7 sentences. Each one tells you to write something in a box. We started the first sentence for you.

1. DER DNA NEERG ERA *RED AND*

2. A TAC DNA YPPUG ERA _____

3. SAXET DNA OIHO ERA _____

4. FFEJ DNA EKIM ERA _____

5. YMA DNA NAOJ ERA _____

6. A DROF DNA KCIUB ERA _____

7. SEMID DNA SRETRAUQ ERA _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

BACKWARDS CODE

DATE _____

If you write words backwards, you have a good secret code. TAC becomes CAT. NUR becomes RUN.
Here are 7 sentences. Each one tells you to write something in a box. We started the first sentence for you.

1. DER DNA NEERG ERA	*RED AND GREEN ARE*	*COLORS*
2. A TAC DNA YPPUG ERA	*A CAT AND GUPPY ARE*	*ANIMALS*
3. SAXET DNA OIHO ERA	*TEXAS AND OHIO ARE*	*STATES*
4. FFEJ DNA EKIM ERA	*JEFF AND MIKE ARE*	*BOYS*
5. YMA DNA NAOJ ERA	*AMY AND JOAN ARE*	*GIRLS*
6. A DROF DNA KCIUB ERA	*A FORD AND BUICK ARE*	*CARS*
7. SEMID DNA SRETRAUQ ERA	*DIMES AND QUARTERS ARE*	*MONEY*

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of learning disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to relate to the frustrations learning disabled children may have in spelling.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will assign a task with no explanation. The students are told to do their best, but are not allowed to ask any questions. The teacher could role play a mean, unresponsive teacher. *See prepared worksheets pp 136-140.* B. After the students have worked for a brief period, discuss how the learning disabled student may feel about work that is too dificult for them. 1. Discuss how the frustration made the students feel. 2. Discuss how a student would feel if this happened everyday. 3. Discuss ways this student may act out frustrations. Would misbehavior result? Fighting? Tantrums? Withdrawal? C. The teacher could discuss ways a learning disabled student could be helped. 1. What could a frustrated student do? Ask for help? Verbalize problems.	FS - Understanding Differences "I'm Slow Too" Smith, D. Kelly's Creek. Thomas Corwell Co. Wartshi, M. My Brother is Special. Westminster Press.	Grimm, G. The Good Apple Spelling Book. Good Apple, Inc. Barnes, E. What's The Difference? Human Policy Press.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
2. Have students discuss times when they felt frustrated. The teacher could discuss personal frustrations with learning. Perhaps the teacher has difficulty spelling; many adults do (visual learning).		

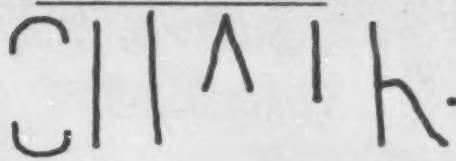
La Mesa-Spring Valley School District
Special Programs Department

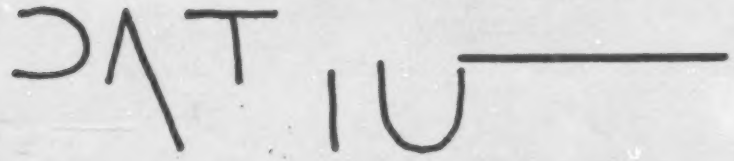
ESEA Title IV-C "Teach 'n' Reach"

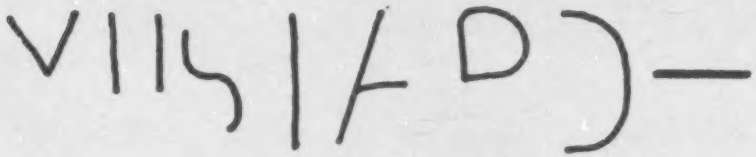
NAME _____

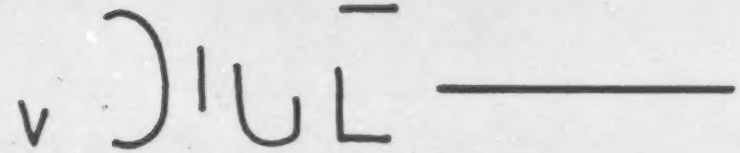
DATE _____

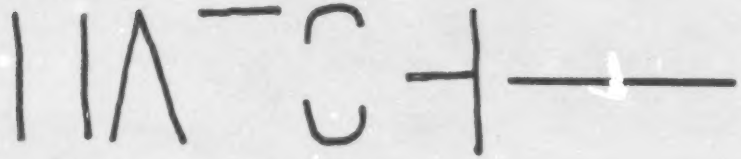
COMPLETE THESE WORDS:

1.  — Rocking, cane, or recliner

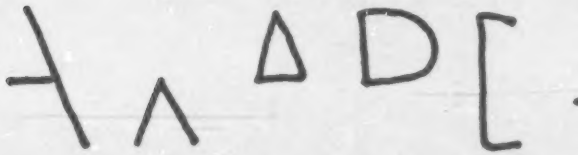
2.  — Outside room for summer

3.  — The hot dog's friend

4.  — Comes in a box

5.  — Chickens do it

6. — An airplane's bedroom

7.  — It's an honor to get one

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

COMPLETE THESE WORDS:

1. CHAIR ——— Rocking, cane, or recliner
2. PATIO ——— Outside room for summer
3. MUSTARD ——— The hot dog's friend
4. VOICE ——— Comes in a box
5. HATCH ——— Chickens do it
6. HANGER ——— An airplane's bedroom
7. AWARD ——— It's an honor to get one

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

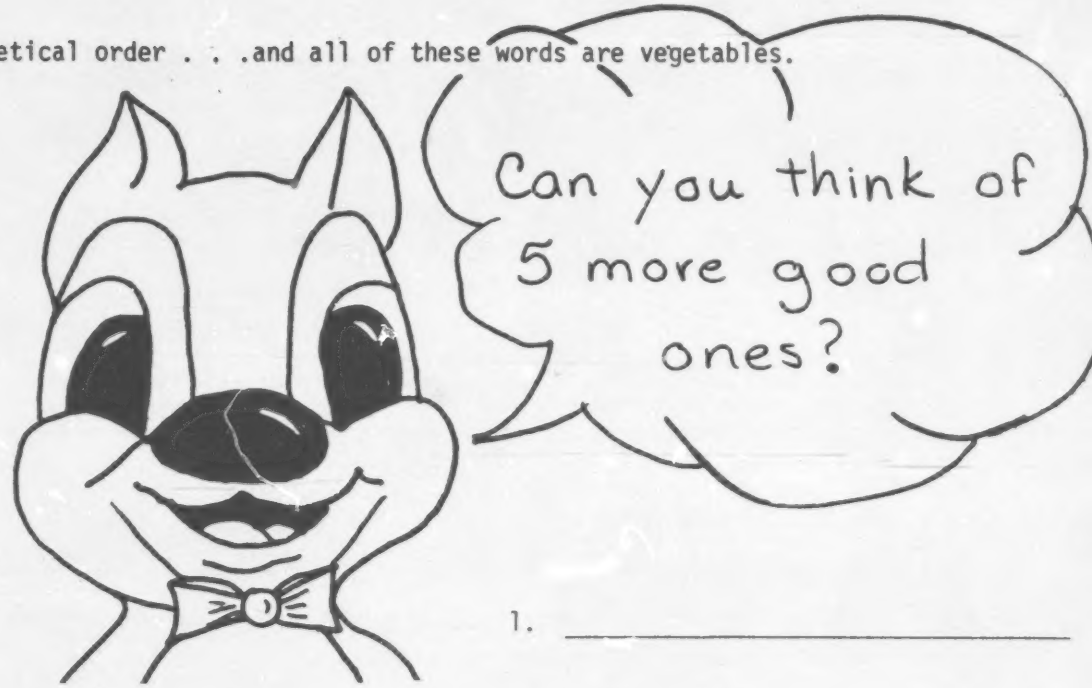
NAME _____

DATE _____

CODE 5

The letters in each word are in alphabetical order . . .and all of these words are vegetables.

1. AABBCEG _____
2. ADHIRS _____
3. CEELTTU _____
4. INNOO _____
5. AOOPTT _____
6. INPRTU _____
7. BEEST _____
8. ACEFILLOUWR _____
9. AEPS _____
10. ABEEEGNNRS _____
11. AAAGPRSSU _____



1. _____
2. _____
3. _____
4. _____
5. _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

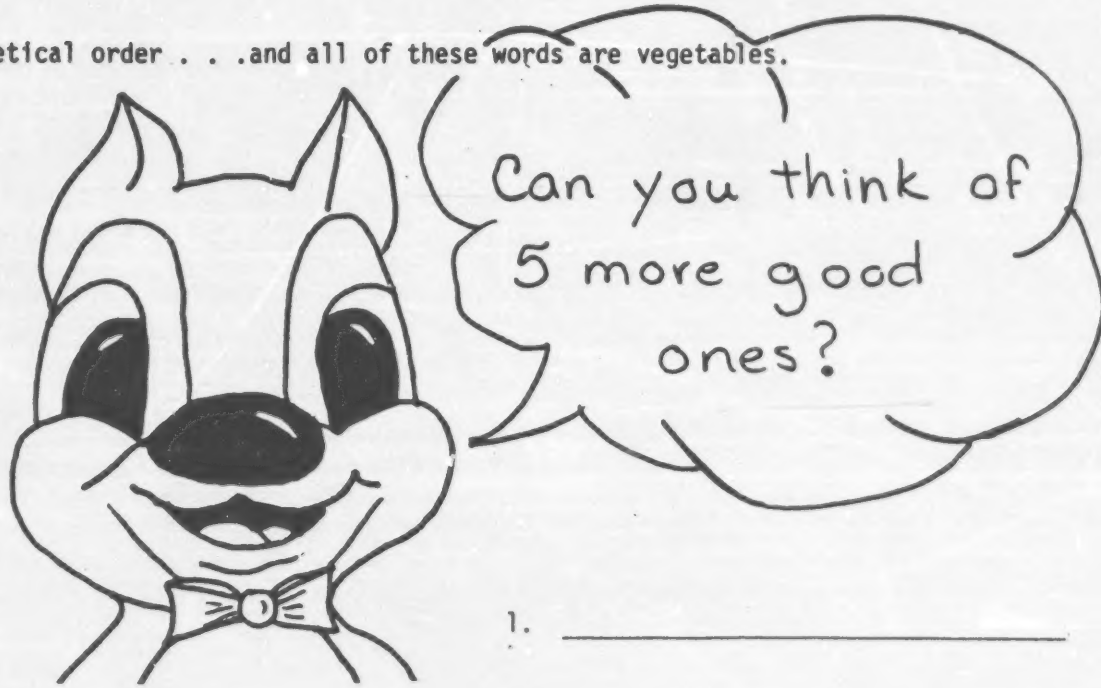
NAME _____

DATE _____

CODE 5

The letters in each word are in alphabetical order . . .and all of these words are vegetables.

1. AABBCEG *CABBAGE*
2. ADHIRS *RADISH*
3. CEELTTU *LETTUCE*
4. INNOO *ONION*
5. AOOPTT *POTATO*
6. INPRTU *TURNIP*
7. BEEST *BEETS*
8. ACEFILLOUWR *CAULIFLOWER*
9. AEPS *PEAS*
10. ABEEEGNNRS *GREENBEANS*
11. AAAGPRSSU *ASPARAGUS*



1. _____
2. _____
3. _____
4. _____
5. _____

La Mesa-Spring Valley School District
Special Programs Department

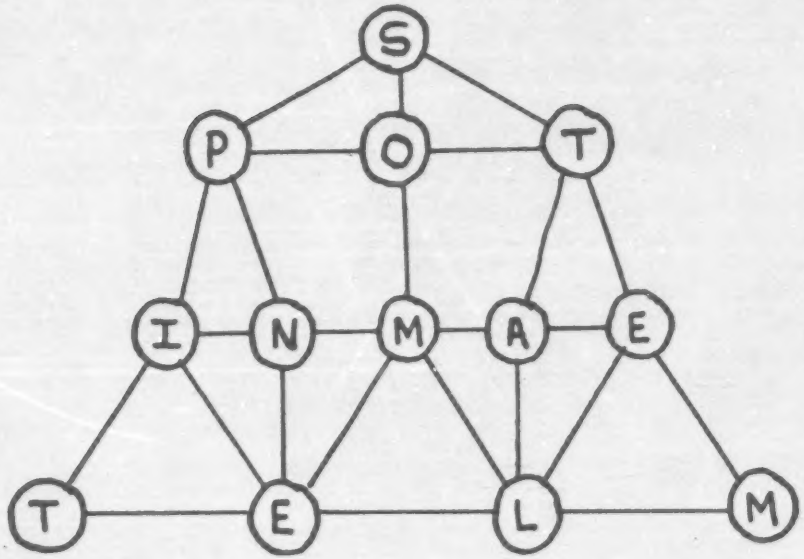
NAME _____

ESEA Title IV-C "Teach 'n' Reach"

DATE _____

GEOMETRIC SPELL

See how many words you can make. Each word must start with the letter "S".



_____ _____ _____

_____ _____ _____

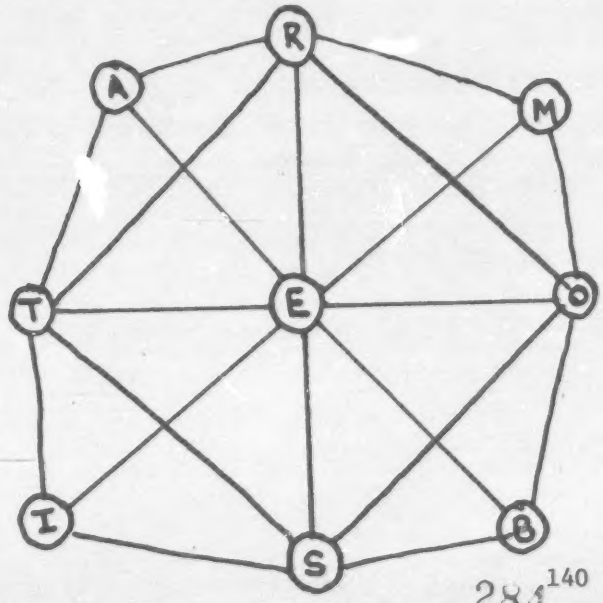
_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Then try beginning with another letter, say the "T" or the "M". How many total words can you spell?



See if you can design a geometric word hunt for your fellow students similar to this one:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

La Mesa-Spring Valley School District
Special Programs Department

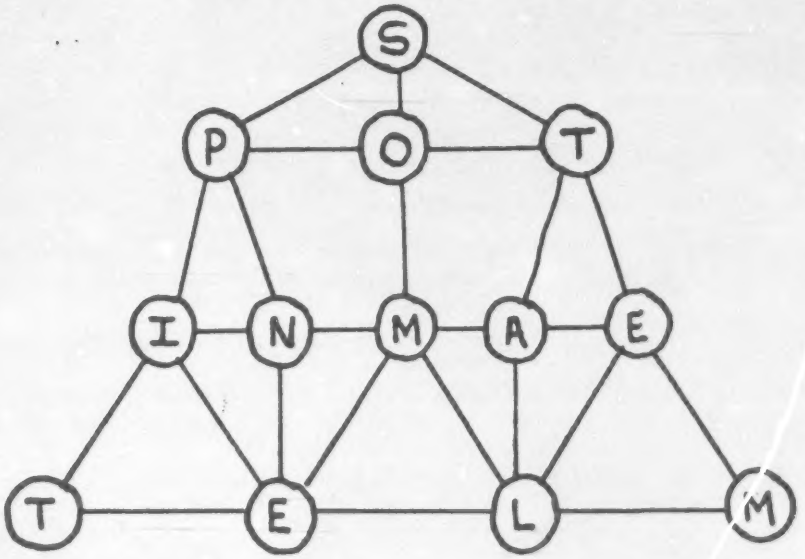
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

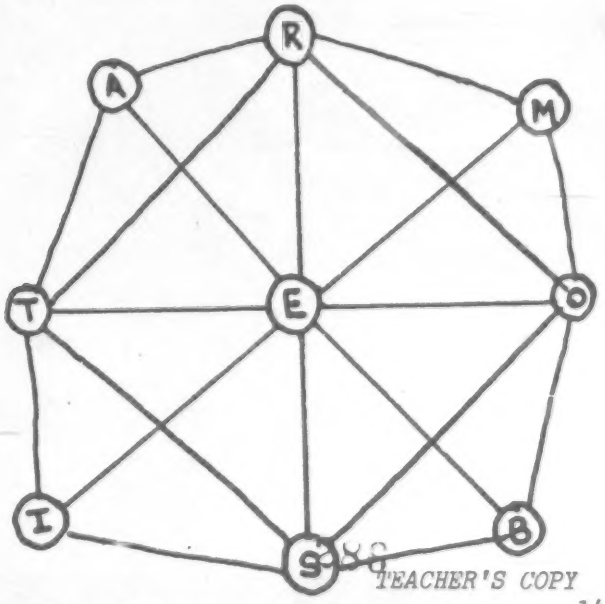
GEOMETRIC SPELL

See how many words you can make. Each word must start with the letter "S".



STOP	SPIN	
STEAL	SPITE	
STEM	SPIT	
STEAM	SPINET	
SOME	SPINE	
SPOT	STALE	

Then try beginning with another letter, say the "T" or the "M". How many total words can you spell?



See if you can design a geometric word hunt for your fellow students similar to this one:

MEAT	EAT	
RAT	ATE	
BEAT	SEAT	
SIT	TIE	
BEST	ROB	
SOME	MOST	

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of learning disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to relate to frustrations the learning disabled child may have in math.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will assign a task with no explanation. The students are told to do their best, but are not allowed to ask any questions. The teacher could role play a mean, insensitive teacher. *See prepared worksheet p 143.* B. After students attempt an assigned task discuss with them how a learning disabled student might feel if the work was difficult for them. 1. Discuss how this frustration made the students feel. 2. Discuss how a student would feel if this happened everyday. 3. Discuss ways this student may act out frustrations. Would misbehavior result? Fighting? Tantrums? Withdrawal? 4. What could the frustrated student do? Verbalize problems? Ask for help? *See prepared worksheets pp 145-146.*	Smith, D. Kelly's Creek. Thomas Corwell Co. Wartshi, M. My Brother is Special. Westminster Press.	Childs, L. Math Sponges. National Institute for Curriculum Enrichment. Barnes, E. What's The Difference? Human Policy Press.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

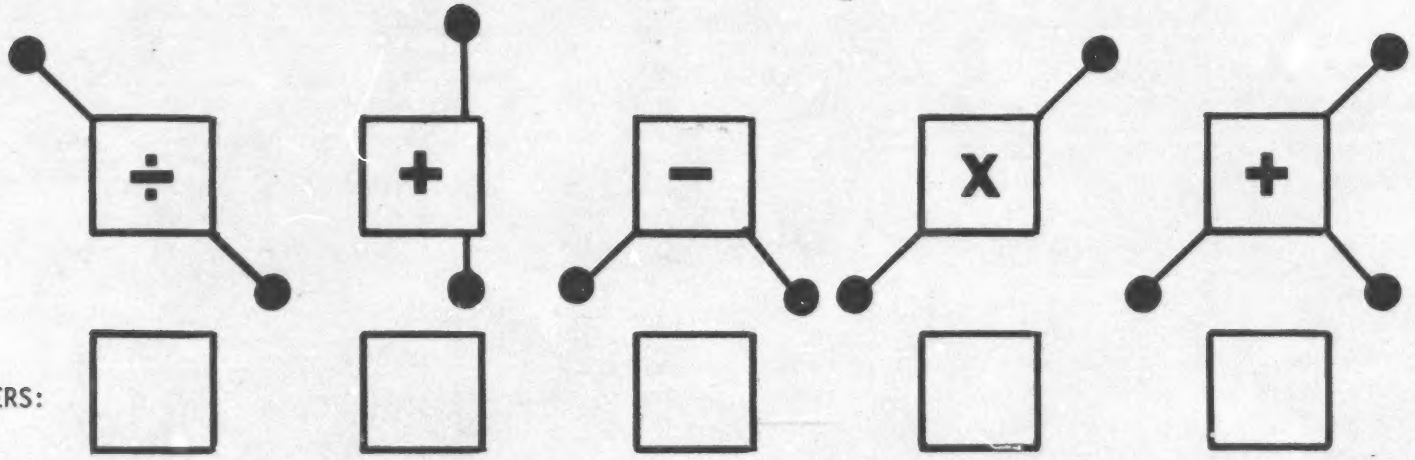
DATE _____

ANTENNA MATH

A matrix with numbers is drawn on this page for you:

24	4
12	6

See if you can fill in the boxes. There is a key available to help you solve the problems.



ANSWERS:

Discuss why this activity may be difficult for a learning disabled student.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

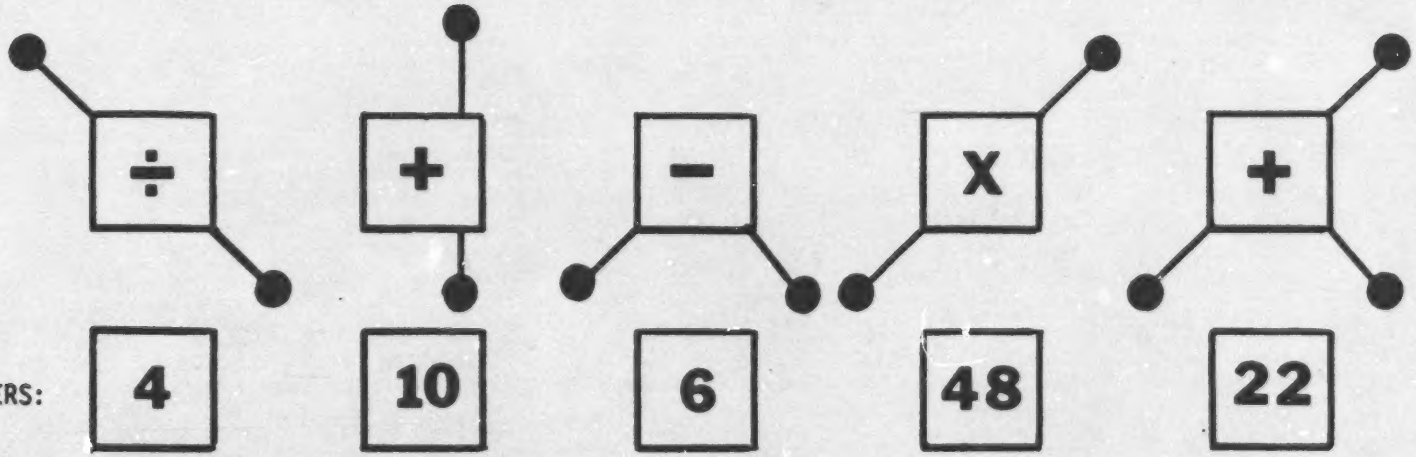
DATE _____

ANTENNA MATH

A matrix with numbers is drawn on this page for you:

24	4
12	6

See if you can fill in the boxes. There is a key available to help you solve the problems.



ANSWERS: 4 10 6 48 22

Discuss why this activity may be difficult for a learning disabled student.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

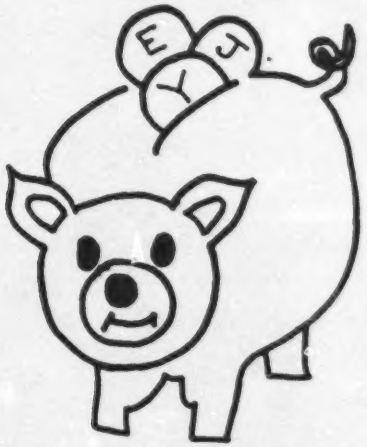
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

ALPHABET MATH

A = 1¢	J = 10¢	S = 19¢
B = 2¢	K = 11¢	T = 20¢
C = 3¢	L = 12¢	U = 21¢
D = 4¢	M = 13¢	V = 22¢
E = 5¢	N = 14¢	W = 23¢
F = 6¢	O = 15¢	X = 24¢
G = 7¢	P = 16¢	Y = 25¢
H = 8¢	Q = 17¢	Z = 26¢
I = 9¢	R = 18¢	



1. What is the teacher's name worth? _____
2. What is the value of your first name? _____
3. How much is TUESDAY worth? _____
4. Can you find a word worth less than 10¢? _____
5. Can you find a word worth a quarter? _____
6. What is the difference between the value of your first and last name? _____

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME _____

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Complete the subtraction problems below. Look across the rows of numbers and find the answer in the NUMBER SEARCH.

a. 893
-211

b. 436
-223

c. 724
-512

d. 783
-322

e. 939
-224

f. 647
-323

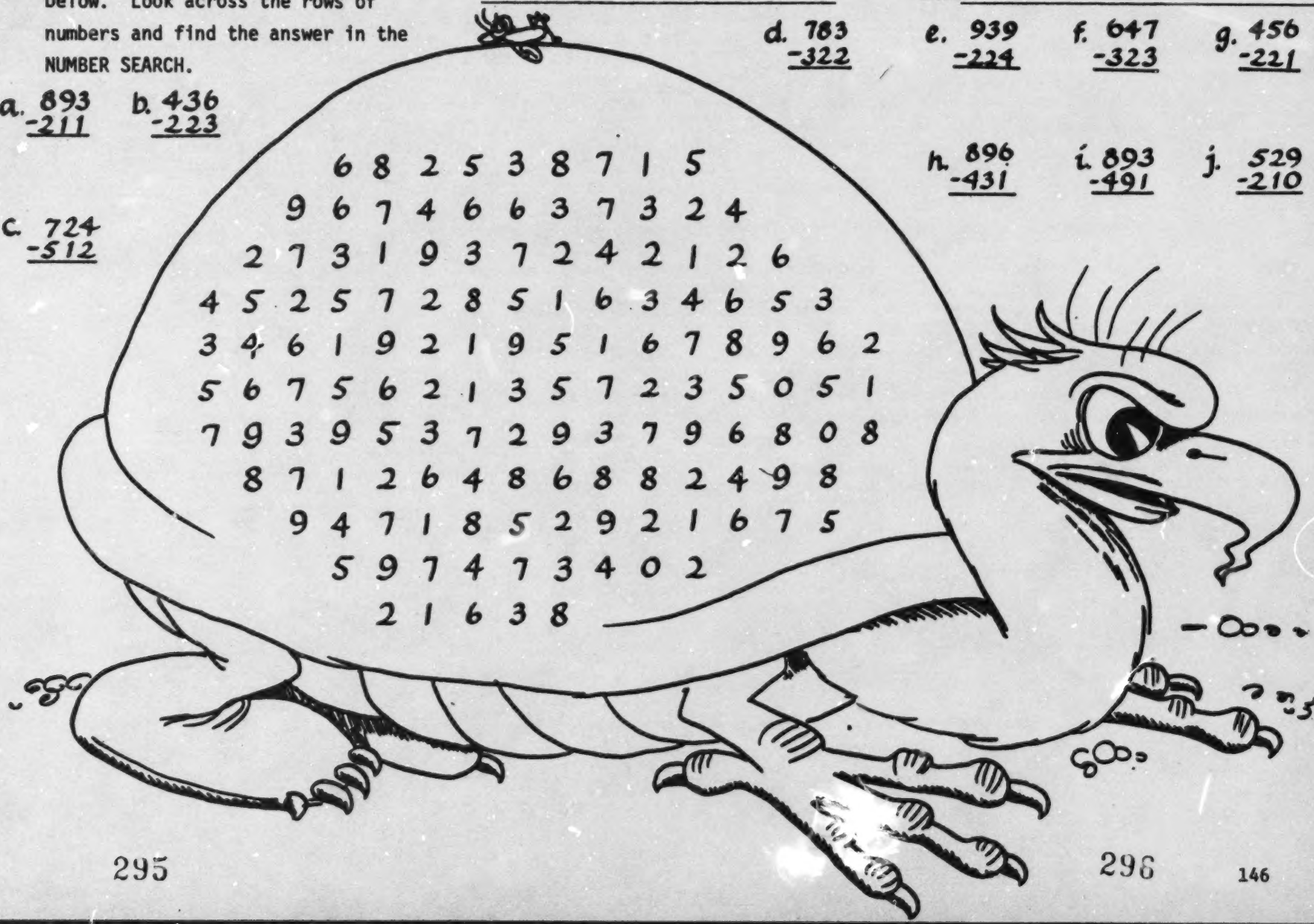
g. 456
-221

h. 896
-431

i. 893
-491

j. 529
-210

6 8 2 5 3 8 7 1 5
9 6 7 4 6 6 3 7 3 2 4
2 7 3 1 9 3 7 2 4 2 1 2 6
4 5 2 5 7 2 8 5 1 6 3 4 6 5 3
3 4 6 1 9 2 1 9 5 1 6 7 8 9 6 2
5 6 7 5 6 2 1 3 5 7 2 3 5 0 5 1
7 9 3 9 5 3 7 2 9 3 7 9 6 8 0 8
8 7 1 2 6 4 8 6 8 8 2 4 9 8
9 4 7 1 8 5 2 9 2 1 6 7 5
5 9 7 4 7 3 4 0 2
2 1 6 3 8



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Complete the subtraction problems below. Look across the rows of numbers and find the answer in the NUMBER SEARCH.

a. 893 − 211 = 682

b. 436 − 223 = 213

c. 724 − 512 = 212

d. 783 − 322 = 461

e. 939 − 224 = 715

f. 647 − 323 = 324

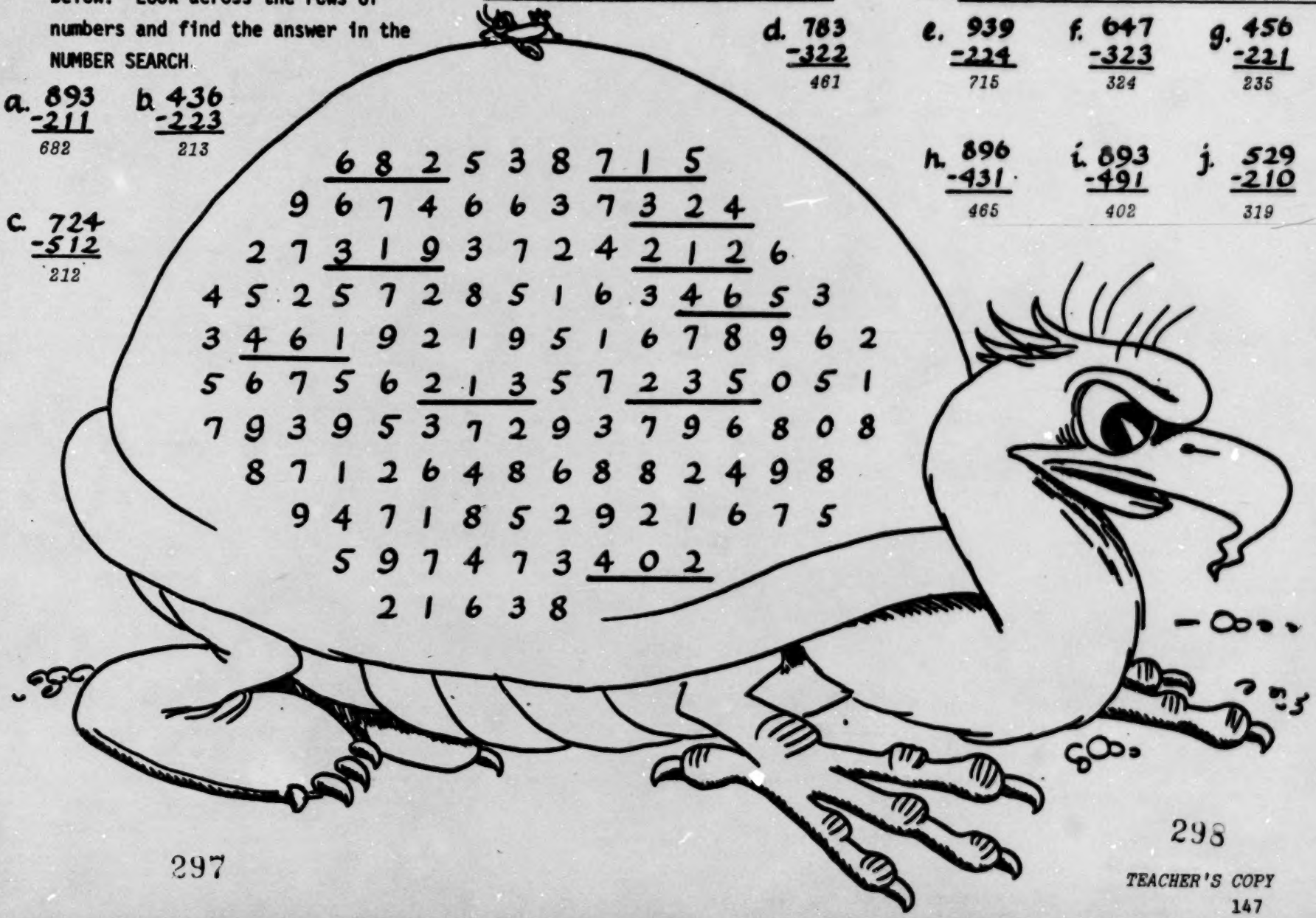
g. 456 − 221 = 235

h. 896 − 431 = 465

i. 893 − 491 = 402

j. 529 − 210 = 319

6 8 2 5 3 8 7 1 5
9 6 7 4 6 6 3 7 3 2 4
2 7 3 1 9 3 7 2 4 2 1 2 6
4 5 2 5 7 2 8 5 1 6 3 4 6 5 3
3 4 6 1 9 2 1 9 5 1 6 7 8 9 6 2
5 6 7 5 6 2 1 3 5 7 2 3 5 0 5 1
7 9 3 9 5 3 7 2 9 3 7 9 6 8 0 8
8 7 1 2 6 4 8 6 8 8 2 4 9 8
9 4 7 1 8 5 2 9 2 1 6 7 5
5 9 7 4 7 3 4 0 2
2 1 6 3 8



TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the learning disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate an accepting attitude and increased knowledge about the learning disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. A person with a learning disability might be invited to discuss the problems which are involved in their disability. B. A teacher of the learning disabled might come to a classroom to talk about children with learning problems.		C.A.N.H.C. (California Association for Neurologically Handicapped Children) San Diego County Chapter C.A.N.H.C.-A.C.L.D. Post Office Box 4874 San Diego, CA 92104-0874	

293

300